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ABSTRACT

To increase the reading achievement of a group of first grade students expected to experience reading difficulties during their first grade year, a practicum study involved the collaboration of a school psychologist with teachers, parents, and fifth graders (in cross age tutoring) to provide services emphasizing holistic, literature-based approaches directly to first graders. Twelve first grade students from a basically rural community in Florida participated in the year-long program of weekly interventions involving assessment of instant word recognition from students' basals, reading aloud, writing activities, and high-interest, low-level take-home books, with the school psychologist and with fifth grade tutors. Regular contact with teachers and parents was maintained to monitor students' progress and discuss strategies for reading skill improvement. Results suggest that the goal of the practicum was partially achieved. (Two tables of data are included. Forty-five references and six appendixes, containing examples of practicum materials and lists of books used, are attached.) (SR)

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PRACTICUM REPORT

Center for the
Advancement of Education
Ed.D. Program

Increasing the Reading Achievement of First Graders Through School Psychologist, Teacher, Parent and Peer Collaboration

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Increasing the Reading Achievement of First Graders Through School Psychologist, Teacher, Parent and Peer Collaboration

by

Louis Gegen

Cluster XXVII

A Practicum II Report presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1990

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This practicum took place as described.

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April 17, 1990

This practicum report was submitted by Louis Gegen under the direction of the adviser listed below. It was submitted to the ED.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

May 10, 1990
Date of Final Approval of Report

Georgianna Lowen
Georgianna Lowen Ed.D, Adviser

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This practicum could not have been completed without the help and cooperation of many people. The writer would first like to thank his wife and daughter for their support and tolerance. The help of first grade teachers, fifth grade teachers, parents, students, the school's principal and my practicum adviser is also greatly appreciated.

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ABSTRACT

Increasing the Reading Achievement of First Graders Through School Psychologist, Teacher, Parent and Peer Collaboration. Gegen, Louis M., 1990: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Reading Difficulties/Primary Education/ Beginning Reading/Intervention/ Reading Instruction/ Reading Strategies/Reading Skills/Cross Age Teaching/Consultation Programs/Holistic Approaches/Formative Evaluation/School Psychologists.

The goal of this practicum was to increase the reading achievement of a group of first grade students expected to experience reading difficulties during their first grade year. Objectives of the practicum included having selected first graders successfully complete the three preprimers in the school's basal reading series, having selected first graders attain the level of reading skills necessary for their promotion to second grade at school year's end, and prevention of first grader referral for special education.

The writer collaborated with teachers, parents and peers and provided services directly to first graders during this practicum. Regular contact with teachers and parents was maintained in order to monitor first grader progress and discuss strategies for reading skill improvement. Fifth grade students regularly tutored first graders and collaborated with the school psychologist regarding reading skill improvement. The school psychologist conducted weekly sessions with students for reading assessment and involvement of students in reading/writing activites. Use of holistic, literature-based approaches was emphasized in practicum activities.

Results suggest that the goal of this practicum was partially achieved. Standards regarding the number of first graders to complete preprimer 3, and the number of students having the reading skills necessary to allow for their promotion to second grade were met. The standard regarding the number of students referred for special education consideration was not met. Practicum strategies were judged to have made a small but significant contribution to the achievement of objectives.

Chapter I

INTRODUCTION

Description of Work Setting and Community

The school is located near a southwest Florida city but is in a basically rural environment. The community was growing slowly with the movement of some middle class families to the area in order to escape the more densely populated areas near the city. The nearby city was experiencing one of the most rapid population growth rates in the nation.

The setting was a public elementary school serving children in grades kindergarten thru fifth. School enrollment was approximately 415 students drawn from the immediate rural community and from a suburb community about 10 miles away. A majority of the students were socioeconomically middle class. Approximately 17 percent of the student body was comprised of minority students. Most of these minority students were black.

Academic programs in reading, math, language arts, science and social studies were provided across all grade levels. Students were instructed in three first grade classrooms, two second grade classrooms, three third grade classrooms, two fourth grade classrooms and two fifth grade classrooms. Two exceptional student education classes

served mildly handicapped students on a near-full time basis. One exceptional student education resource room served mildly handicapped students on a part-time basis.

Other programs at the school included a guidance program, a media center, music, art and physical education programs, a federally funded Chapter 1 reading program, and a one day per week program for children identified as gifted.

The administrative staff at the school consisted of a principal in her first year. A primary education specialist assumed administrative duties in the principal's absence and was responsible for maintaining records of each student's progress through the academic programs. She also served as a consultant to teachers regarding student academic and behavioral adjustment difficulties.

The faculty consisted of 12 regular classroom teachers, three exceptional student education teachers, a Chapter 1 reading teacher, a media specialist and a physical education teacher. Itinerant services were provided by the art teacher, music teacher, guidance counselor and teacher of the gifted. All teachers were certified in their professional areas by the Florida Department of Education.

There had been some turnover in both teaching and administrative staff during the preceding school year. The principal, who had been in his first year at the school, left at mid-year to assume a position at another district

school. Two first grade teachers resigned during the 1988-1989 school year, one because of recurring illness and one for personal reasons. The media specialist also resigned at mid-year to assume a position at another district school.

Writer's Work Setting and Role

The writer is a school psychologist who served the school on an itinerant, two day per week basis. In the performance of his duties, the writer consulted with teachers, parents, and other school personnel regarding student academic and/or behavioral difficulties. The writer was responsible for completing psychoeducational evaluations and written reports for students who were referred because they were experiencing academic and/or behavioral problems at school. When psychceducational evaluation indicated eligibility, the writer made recommendations for student placement into exceptional student education programs. The writer also regularly attended school based exceptional student education staff meetings during which student eligibility for programs was determined and the individual educational program was developed.

The writer's qualifications for the role described included certification in school psychology by the Florida Department of Education, licensure as a school psychologist by the Florida Department of Professional Regulation and certification by the National Association of School

Psychologists. The writer's background of experience included 14 years of service as a school psychologist at the elementary, middle and high school levels.

Chapter II

Study of the Problem

Problem Description

In the writer's 3 years of service in the setting, he had observed that a significant number of first graders did not make satisfactory progress in reading during their first grade year. Despite the efforts of three certified first grade teachers and support personnel, some students continued to make only very slow progress in this crucial academic area and fell far behind their peers.

The writer had become involved with many of these students while serving in the role of school psychologist. Often these students were evaluated and then placed into full or part-time special educational programs because of their reading problems and an inferred handicapping condition thought to be responsible for the students' low achievement. Some students evaluated did not present evidence of a handicapping condition even though their reading skills were very weak. The solution to these students' reading problems most often involved their retention in the first grade.

Neither of these instructional alternatives was considered satisfactory by this writer. Parent and student reaction to retention was often negative. It had been the writer's experience that students and their parents often

did not perceive retention as a constructive attempt to find a solution to their academic problems. They more often perceived it as a failure on their part, or as a failure on the school's part. The potential for irreparable damage to the student's self-esteem, or to the relationship between family and school had been noted by this writer and by the writer's national professional organization (NASP Communique, 1988, p. 1)

Special educational placement was also often a consequence of low reading achievement, and in this writer's opinion was often an ineffective solution. Students with moderate problems in reading who were identified as eligible for special education, were pulled out of their regular classes to receive instruction in a special education resource room. This writer had observed that students were often sensitive to the stigma of attending this program and also spent valuable time walking back and forth between their regular classrooms and the resource room. Will (1988) had also observed that students are often stigmatized and experience lowering of their self-esteem when they are segregated from non-handicapped students in their regular classrooms to attend pull-out special education programs.

Low reading achievement has profound effects on student chances for a positive school experience at the primary level. Richek, List & Lerner (1989) point out that low achieving students often are judged harshly by teachers and

receive more disapproval, less praise and less acknowledgement than students demonstrating average achievement. A significant number of students in the writer's setting may have been experiencing these consequences as well as the negative consequences associated with retention or special educational placement described above. An improvement of this situation would have involved reducing the number of students who experienced low reading achievement at the first grade level, thereby increasing the chances that these students would have a primary school experience that enhanced their self-esteem.

In summary, the problem of concern in this practicum was that a significant number of students in the writer's setting at the first grade level were falling behind most other students in reading despite the efforts of certified teachers and support personnel. It was likely that these students were experiencing the negative consequences described by Richek et al. (1989), and many experienced the negative consequences associated with retention or special educational placement described above.

Problem Documentation

In order to document the problem described in the previous section of this proposal, school records were reviewed to obtain information about first grader performance on the reading section of the California Achievement Test during 3 previous school years, the

number of students retained in the first grade because of low reading achievement during 3 previous school years, and the number of first grade students referred for consideration for special education primarily because of low reading achievement during 3 previous school years.

Evidence of low reading achievement by second graders was also sought to further document the existence of this problem at the first grade level. Interviews with the two teachers who taught second grade at the school during the preceding 5 years were conducted to determine if students were regularly entering the second grade with reading levels considered to be a problem, and information about the number of students referred for special education while in the second grade was also obtained from school records. This was done with the belief that the total number of students who had experienced low reading achievement as first graders would not be reflected in the data collected at the first grade level. California Achievement Test results do not always depict student reading skill levels accurately. Every year first grade retainees are placed into the second grade though they continue to demonstrate low levels of reading achievement because district student progression policy mandates their placement. There were also some students who had reading achievement problems who were not referred for special education because of teacher expectation that they would catch-up, or because of teacher

opposition to the concept of special education.

Table 1 indicates the number of students who earned California Achievement Test reading scores that were at least 1 standard deviation below the national mean (column 1), the number of first graders retained primarily because of low reading achievement (column 2), the number of first graders referred for special education because of low reading achievement (column 3), the number of second graders referred for special education because of low reading achievement (column 4), and first grade enrollment (column 5) during the 4 school years preceding this practicum.

Table 1

Problem Documentation Data

School Year	Column				
	(1)	(2)	(3)	(4)	(5)
1985-1986	8	6			70
1986-1987	8	5	6	4	72
1987-1988	7	8	5	3	74
1988-1989			8	3	75

According to California Achievement Test grade level norms, first grade students (column 1) with a total reading score 1 standard deviation below the mean were functioning at a reading level that was 5 months below the average student after only 7 1/2 months of formal reading instruction. This level of reading performance was interpreted as indicating a significant problem by this

writer.

Retention in first grade because of student reading performance (column 2) usually indicated the third preprimer in the basal reading series had not been completed, or that it had been completed but the student continued to perform very poorly at this level. There were no established reading level criteria that prompted student referral for special education consideration (column 3) but this was generally considered a drastic step and was not done casually by teachers. The number of second grade students who had not been referred for special education consideration during their first grade, but who were demonstrating reading problems serious enough to convince teachers that this was necessary during their second grade year (column 4), was offered as further evidence of a problem at the first grade level.

Interviews conducted with the two second grade teachers indicated concern about the reading skills of approximately 20 students at the beginning of the 1988-1989 school year. These students were not performing well in the third pre-primer in the basal reading series when they arrived in the second grade. According to these teachers, an unusually high number of students were demonstrating low reading achievement at the beginning of this school year but it was estimated that 3-5 students enter the second grade each school year not reading well in the third pre-primer, and

that this level of reading achievement was considered a problem.

It was likely that there was considerable overlap between the groups of first and second grade students demonstrating the indicators of low reading achievement discussed above. However, even conservative interpretation of this data suggested that between 10 and 15 first graders experience reading progress that was considerably less than that of their peers, and that was cause for concern by teachers and administrative staff each school year.

Causative Analysis

This writer's experience in the practicum setting during the three years prior to this practicum, and previous experience as a school psychologist in other elementary school settings had led him to the conclusion that low reading achievement by individual students was often caused by multiple factors. Characteristics of students, instructional environments and home environments often interacted to result in reading problems.

General intellectual abilities that were significantly below most other students at the first grade level sometimes was a contributing factor in the low reading achievement of individual students. This writer's experience suggested that among the approximately 75 students who entered the first grade in the practicum setting each school year, one or two were likely to have a general learning rate that

was so slow that they were very likely to fall short of minimum expectancies for reading skill development by the end of the school year. Among this group of first graders there were likely to be several others who had general intellectual ability that was significantly below average, but who would meet minimum reading achievement expectancies.

It had been the writer's experience that among a group of 75 students entering first grade, there were likely to be one to three students who were either physically immature or who demonstrated many signs of the medical syndrome known as attention deficit disorder. These students demonstrated extremely poor ability to concentrate and persist at academic tasks and therefore often made progress very slowly in all basic academic areas.

In performing psychoeducational evaluations on first graders, and through discussion with teachers in the practicum setting, this writer had observed that some students were very able when dealing with non-verbal tasks or problems but were not nearly as competent when using language skills to solve problems. These students seemed to lack a background of language experiences. They did not have the knowledge of word meanings or the general fund of verbal information that most other students had as they began to read. Without this background of language experience, these students often had difficulty acquiring reading skills at the rate that was considered minimally

acceptable.

Some students made unsatisfactory reading progress because they were not interested in reading. These students often did not choose to read when the opportunity presented itself and did not check books out of the school media center. They also did not participate in reading programs such as the "Book-It" program which involved reading of books at home in order to earn various rewards at school (C. Exline, personal communication, June 1, 1989). This failure to practice reading independently contributed to the reading difficulties of some students.

This writer had also observed that instructional practices contributed to low reading achievement for some students. Occasionally students were placed at reading levels in the basal series that were inappropriate for them. The writer had encountered students who were able to recognize fewer than 50% of the words at their reading placement, and who recognized fewer than 70% of the words appearing in each of the two reading levels below their instructional placement. It was obvious that these students were placed inappropriately, were likely to be uncomfortable, and were not likely to make substantial progress in reading.

Another possible factor in the reading achievement problems of some students in the practicum setting was the inflexibility of instructional methods. Reading

instructional methods used within the practicum setting were almost exclusively those provided within the context of the basal reading series. The demands of teaching five or six academic subjects seemingly made it very difficult for teachers to plan appropriate alternative reading experiences for students who were experiencing difficulties with basal methods.

Some students within the practicum setting did not receive support for reading within their homes. Many students experiencing low reading achievement were from homes where parents had minimal formal educational backgrounds. These parents did not read often and therefore were not models for reading. They also did not encourage their children to read and did not provide them with appropriate and interesting reading materials.

It had been the writer's experience that first grade students struggling in reading most often demonstrated and experienced some combination of the personal characteristics, and the school and home conditions described above. Pinpointing specific causes for individual student reading achievement problems was often not possible.

Relationship of the Problem to the Literature

This writer's role within the described setting places some limits on the types of solutions that could be implemented to improve the problem of low reading achievement at the first grade level. It was clear that the

writer would not be able to implement programs that involved far-reaching modifications of the already existing basal reading program. Lentz (1983) notes that interventions introduced by school psychologists will not be accepted by teachers if they are perceived as intrusive. Rosenfield (1985) in her discussion of teacher acceptance of intervention strategies suggested by consultants also argues that the ideas introduced must be consistent with the school culture and seem reasonable and realistic to school staff (p. 181). These general considerations guided the literature search and review.

It was also recognized at the outset that it would not be possible to review all possible intervention strategies with low achieving students at the first grade level. Many text books (such as Richek, List and Learner, 1989; Rupley & Blair, 1979; and Wilson & Cleland, 1985) have provided discussion of numerous specific techniques to improve the reading skills of low achieving students. It was not within the scope of this practicum to review the entire literature on the remediation of reading difficulties or the improvement of reading programs. The focus of the literature review was on broader strategies and approaches to helping beginning readers.

Several other preliminary considerations guided the writer's search for literature and also provided a framework for the organization of the literature review.

First, it was decided that the writer's knowledge of theories of reading, essential components of effective reading instruction, and causes of reading problems should be increased. Literature that provides discussion of these topics was reviewed and presented. An expanded base of general knowledge of the reading process, effective reading instruction and causes of reading problems was sought to increase the chances that effective solution strategies would be selected for implementation in this practicum.

Next, literature describing programs that involved a wide variety of approaches and that were actually implemented to help students demonstrating low reading achievement at the primary level were reviewed. Here the goal was to discover program components that might be implemented in the writer's setting.

Finally, since the writer serves in the role of school psychologist, literature that provides discussion of reading improvement strategies appropriate for use by school psychologists, or that describes the actual implementation of strategies by school psychologists were reviewed.

Reading and Effective Reading Instruction

Anderson, Hiebart, Scott & Wilkinson (1985) provide the following definition of reading: "Reading is the process of constructing meaning from written text. It is a complex skill requiring coordination of a number of interrelated

sources of information" (p. 7). Students derive meaning from printed text by combining their general knowledge of a subject with their ability to decode printed text fluidly.

Anderson et al. (1985, chap. 2) note that the basal reader is used in most classrooms in the United States for beginning reading instruction. In the average classroom, 75 to 90% of reading activities are related to the basal reader. Fast recognition of words is the "cornerstone" of beginning reading. Phonics instruction is also important to early reading but there is continuing controversy about how this instruction should be done. These authors note that phonics may be taught implicitly or explicitly. In implicit phonics instruction whole words are segmented into syllables so that an approximate pronunciation is achieved. In explicit phonics instruction, sounds are taught in isolation and then they are blended into words. Research does not prove superiority of either of these methods but it does indicate that children who receive phonics instruction early are better readers in later grades than those who do not. Anderson et al. recommend that phonics instruction be directed at teaching of the most important and regular letter-to-sound relationships, and then that opportunity to read be provided to refine and extend this knowledge.

Anderson et al. (1985) also state that reading instruction should emphasize meaning from the beginning. For this reason, phonics should be practiced in the basal

text rather than in drill removed from actual reading. Basal readers do not always achieve this because the most common and useful words do not conform to the alphabetic principle. Letter-sound relationships must be introduced in a sequence that will allow use of a set of words that exemplify the alphabetic principle. Irregular words can be included as can some regular words that have sounds that have not been taught, but a high number of words used in the basal series early-on must conform to already taught letter-sound relationships.

Anderson et al. (1985) note that reading is most often taught in small groups with the basal reader's teacher's manual serving as the guide for teacher behavior and organization of lessons. The most common stages of reading lessons include: (1) Preparation-when new words are introduced, background information is discussed, phonics are taught and the purpose of the lesson is stated; (2) Oral reading-done most often with beginning readers because it is similar to experience with reading at home; (3) Silent reading and (4) Discussion-questions that follow reading that should be formulated to stimulate higher levels of thinking. Anderson et al. state that silent reading should proceed oral reading and that as long as meaning is being obtained, teachers should not over-correct oral readers. These authors note that the preparation stage of reading lessons is crucial but is often slighted by teachers.

Malmberg, Malmberg & Ratwik (1983) conclude that research has not resolved controversy about the nature of reading. It has not been determined if reading is a holistic process which is not facilitated by instruction on subskills, or if it is an act that is comprised of a set of subskills that interact and that can be taught separately. These authors conclude that teaching reading subskills involving linguistic awareness such as sensitivity to relationships between speech, language and reading, knowing what words and letters are and being able to manipulate phonemes in words does promote beginning reading. Promoting knowledge of conventions of print such as reading from left to right, top to bottom, one line at a time, and differentiating concepts of a letter, word, sentence and story are important for beginning reading instruction.

Malmberg et al. (1983) define reading as the process of comprehension and note that the act of comprehending always depends heavily on the background of experience that the reader brings to the printed material. It is the teacher's responsibility to make reading meaningful and interesting to all students. For these reasons, they argue that the language experience approach is best for most students and especially for students from low socioeconomic backgrounds. Good reading instruction should involve students in experiences that they enjoy and should demonstrate that reading is to gain information, solve problems, encounter

ideas and be entertained. Reading materials of interest must be provided for students and material being read should never be too difficult.

Lewis (1984) also notes that there has been controversy as to the nature of reading. He points out that there has been a shift from viewing reading as a perceptual process to viewing it as a language function. Lewis also reports that there has been increasing interest in the relationship between reading and writing.

Lewis (1984) discusses three models of the reading skills acquisition process. In the "bottom-up" model, readers progress up a reading skills hierarchy. Instruction builds on the student's oral language and extends upward to include letter-sound associations and finally paragraph comprehension. The "top-down" model has psycholinguistics as its basis and instruction emphasizes the search for meaning. The language experience approach is associated with this model and instructional procedures such as teaching story grammar, semantic webbing and use of predictable stories have this model as their base.

Lewis (1984) states that the "bottom-up" and "top-down" models have been combined in an interactive model. Phonetic analysis and automatic word recognition are seen as critical during early instructional stages with "top-down" strategies assuming more importance in later stages.

Lewis (1984) describes three basic types of classroom

instruction: the basal approach which is used in 80-95% of elementary classrooms, the language experience approach, and the programmed learning approach. Essential elements of the most common, basal-type approach include: texts that carefully control the introduction of vocabulary and gradually increasing sentence complexity; the use of three to four reading groups with each group meeting with the teacher for about 30 minutes while the rest of the class is doing seat work; preparation at the beginning of each story to develop interest, discuss new concepts and introduce new vocabulary words, and general reading with skill development activities designed as a lead into independent work assignments. The teacher's manual provided by the basal reading series guides teacher behavior and lesson organization.

Klesius (1988) discusses the whole language approach to reading acquisition. This approach appears to have as a basic assumption the idea that students should learn to read and write naturally, as they learn to speak. Reading and writing is connected and activities involving these skills should remain whole, with no breakdown into isolated skills. When reading and writing is broken down into isolated skills it is removed from its natural context and becomes more difficult.

Klesius (1988) states that the whole language approach is antithetical to the basal reader approach. Reading is

learned as students are engaged in study of language arts, science and social studies. Other examples of activities consistent with the whole language philosophy include, writing and reading poetry, school cheers, jump rope ryhmes put on a chart and read by the class, shared book experiences, oral sharing of experiences, discussion and brainstorming, daily oral and silent reading and daily writing. Activities of this type provide a more natural and meaningful context for reading skills acquisition, thereby improving student motivation and learning, according to Klesius.

In a classroom where the whole language philosophy is being implemented, the teacher is in the role of coach and facilitator, according to Klesius (1988). Efforts are made to create an atmosphere that is non-threatening and non-competitive. Students are encouraged to take risks. Testing of students is seen as invalid because tests at best provide an estimate of language subskills and therefore provide an incomplete picture of a student's ability to use spoken and written language to communicate.

Carbo (1987a) argues that reading instruction should match learning styles of students. The question is not "Should we teach phonics?", but rather "Whom should be taught phonics?". She states that auditory sequential learners do well with traditional phonics instruction approaches while "global-tactile-kinesthetic" learners

benefit from holistic approaches to reading instruction that emphasize techniques such as choral reading, reading books of their own choosing, writing stories and listening to tape recordings of interesting, well-written books.

Carbo (1987a) recommends that decoding skills be de-emphasized both on achievement tests and in making decisions about student reading placement. She states that teachers need to develop increased sensitivity to student learning styles, use a variety of interesting books and literature in the classroom, and use methods and techniques that are effective with global-kinesthetic-tactile learners. She also calls for the development of basal readers that are more interesting.

Winograd & Paris (1989) call for less emphasis on basal reader instruction, less testing and the promotion of instructional practices that will make classrooms less competitive. They state that reading instruction should emphasize the development of higher level cognitive strategies and also the development of a love of reading. Students should become a part of a group of readers in order to increase their motivation to read and in order to increase social solidarity and diminish competition. Cognitive strategies should be developed by having an expert explain and demonstrate strategies to students as they are engaged in reading. Students should be involved in reading activities that necessitate cooperation whenever possible,

according to Winograd & Paris.

Causes of Low Reading Achievement

Fry & Lagomarsino (1982) in their discussion of the causes of reading difficulties note that there are often multiple causes for each student. Student characteristics such as poor sensory acuity, poor auditory and visual discrimination, poorly developed oral language and a poor background of general knowledge have been linked to difficulty with reading. Fry & Lagomarsino also list factors in the classroom environment that have been associated with reading success. They state that classrooms that are more efficiently managed produce greater reading gains in students. The amount of time on-task, amount of direct instruction, opportunity for individual practice and teacher praise of student mastery of skills has been directly related to levels of success for students.

Richek, List & Lerner (1989, chap. 3) discuss student emotional responses that can interfere with acquisition of reading skills. Poor motivation for reading activities because of previous difficulties, poor motivation for reading because of an underlying poor self-esteem and a "what's the use" attitude, and hostile attitudes that cover up feelings of inadequacy are discussed as student emotional responses that interfere with the development of reading skills. Anxiety with accompanying unwillingness to take risks is described as another emotional factor.

Richek, List & Lerner (1989, chap. 3) cite factors in the student's home environment that have been related to reading success or failure. Lack of parental emotional support, lack of parental modeling of reading, and conditions of poverty that necessitate primary concern with survival rather than children's cognitive development are listed as related home variables.

Rupley & Blair (1979) discuss the role of general intelligence and cognition in the development of reading skills. They note that general intelligence is related to the rate at which reading skills are developed, and that less than normal intelligence may slow reading progess because of the student's poor reasoning ability. Low intelligence is not seen as a direct cause of reading difficulties by Rupley & Blair, however. They state that this student characteristic interacting with the effects of inappropriate reading instruction often results in reading difficulties.

Rupley & Blair (1979) also differentiate general intelligence from cognitive skills that are related to reading. They note that some students with high general intelligence experience reading difficulties because they do not conceptualize that reading involves understanding the relationship between speech and written language.

Berninger and Thalberg (1987) state that inability to perceive and synthesize component phonemes in spoken words

is related to difficulty during the beginning stages of reading skills acquisitions. This specific auditory skill is a prerequisite to success with phonics instruction and therefore is crucial for students who are being instructed in typical basal-reader fashion, according to Berninger and Thalberg.

Wilson and Cleland (1985, chap. 3) cite student physical conditions that have been associated with low reading achievement. Poor nutrition and fatigue caused by lack of sleep can cause students to be distractible and inattentive, thereby slowing their reading progress. Wilson and Cleland also note that a small number of students exhibit behavior considered symptomatic of neurological dysfunction. These students are described as highly distractible and as manifesting a variety of other behaviors that interfere with academic achievement in general.

Rosenfield (1987, chap. 1) argues that many of the factors that contribute to low achievement are found in the educational environment of students. She cites teacher belief in medical or family causation of poor student achievement as a factor that perpetuates the problem. Because of some student's medical problems or troubled families, teachers sometimes do not believe that what they do will make a difference with students and give up before making a genuine effort to provide appropriate instruction. Teacher orientation to teach material rather than children,

and the movement of students through academic curricula too quickly are also cited by Rosenfield as practices that tend to perpetuate low academic achievement.

Alm (1981) claims that 90% of reading failures are due to poor instruction. He associates low reading achievement with various teacher practices and instructional materials. According to Alm, teachers often do not provide opportunity for students to practice skills, tend to overemphasize reading subskills and ignore individual needs of students. He also states learning materials are often not varied, are dull and are difficult.

Carbo (1987b) argues that a primary cause for low reading achievement is failure to match instructional strategies with student learning style. She notes that most early reading instruction involves learning of reading subskills in isolation. Reading lessons often involve phonic drill followed by application of these skills during reading. According to Carbo this instructional approach works well with students who are auditory sequential learners. However, many beginning readers are "global-tactile-kinesthetic" learners who do not learn well when instruction is presented in a part-to-whole format, as is the case with most basal reader instruction.

Programs for Low Achieving Readers

A frequently employed strategy to improve reading achievement of low achieving students involves one-to-one

tutoring. Johnson (1987) describes a program that involved 2142 Ohio "underachieving" first grade students and teachers' aides. Individual tutoring was provided for students for an average of approximately 3 hours per week, from the end of September to the end of May. Aides were provided with 12 inservice sessions during the course of the school year that helped them learn how to "strengthen and extend" regular classroom instruction. The objective of an average group reading performance improvement of 7.0 normal curve equivalents across the 7 months of the program was not met as the group of students improved only 2.3 normal curve equivalents. Objectives regarding teacher perception of the program and aide perception of inservice sessions were realized. Teachers generally attributed many gains made by students in the program to involvement of the aides and aides found inservice sessions helpful.

Ofelia (1983) describes a reading improvement program for disadvantaged first grade students in Cleveland Ohio public schools. The specific instructional techniques used were not described but the program involved extension and reinforcement of skills taught in the basal reading program. The program served 2313 students who received individual tutoring for approximately 30 minutes each day during the entire school year. Aides were provided with supervision by reading consultants and were inserviced monthly on reading instruction. Additionally, this program involved a workshop

at the beginning of the school year for parents during which techniques that parents could use to help their children learn to read were presented. A "Tips" newsletter was also sent home monthly to parents with additional information for helping their children learn to read. In order to evaluate the program, data about student performance on criterion-referenced reading tests and the number of students retained was compiled. Data indicated that 75% of a randomly sampled group of 256 students passed 4 of 6 reading tests and that 20 percent of the entire group was retained. No data for a similar group of disadvantaged students who did not receive the tutoring are provided.

Rigorously trained teachers are used to provide one-to-one tutoring for students falling in the lowest 20th percent of all first grade students in the Reading Recovery Program (Boehnlein, 1987). This instructional approach was developed by Marie Clay at the University of Auckland in New Zealand, according to Boehnlein. Teachers go through a 1 year training program designed to make them more sensitive observers of the reading and writing process and more knowledgeable about reading theory and current instructional methods. Tutoring is provided for 30 minutes each school day. During the first 10 sessions teachers observe the child's reading and writing. No new material is presented during the first 10 lessons during which the teacher models fluent and expressive reading to and with students, and

students read many easy books to develop fluency. Students are also involved in writing their own books using natural language. Teaching of sounds is done within this context. Students gain confidence and develop a bond with their teacher. Risk-taking with new material increases.

After the first 10 sessions the Reading Recovery Program begins. The main goal of the program is to accelerate the student's learning to a faster rate than students in the classroom so reading recovery students catch-up. The sequence of lessons generally involves introduction of a new book which is first read by the teacher and then the student orally. The teacher encourages the student to predict outcomes of stories and focus on meaning. Types of oral errors (visual, semantic, language structure) made by students are recorded to help teachers make decisions about strategies to suggest to students. Confusions about letters are clarified through use of letters on a magnetic board. Students are also expected to write a sentence in a composition book after reading text in order to reinforce new words and language structure. These sentences are printed on strips, are cut-up, and reassembled in proper order by students with the composition book model available for correction. Through these procedures most students learn to self-correct reading errors and monitor their own reading. This usually leads to rapid progress in reading according to Boehnlein (1987).

Boehnlein (1987) reported that in a Reading Recovery Pilot project in a Columbus, Ohio school district, 90% of students whose pretest scores were at the 20th percentile or lower caught up with average students after 30 to 40 hours of reading recovery instruction, and never needed additional remediation.

Lyons (1987) describes the use of the Reading Recovery Program approach with 35 students thought to be learning disabled. This investigator was especially interested in learning about the pattern of oral errors made by first grade learning disabled students as they began to make rapid progress in reading. Lyons was also interested in determining if the Reading Recovery Method would be effective with learning disabled students.

Maintaining careful running records of the oral reading records of seven learning disabled students suggested that students shifted from making errors which indicated overuse of visual cues to errors that suggested use of semantic and language structure cues. This shift was associated with teacher emphasis on reading for meaning and predicting story outcomes. It was also accompanied by an increase in the student's ability to self-correct their oral reading and a fairly rapid general increase in development of over-all reading skills. Lyons (1987) found that of the 35 students thought to be learning disabled, 27 were discontinued in the program after 60 reading recovery sessions. She concluded

that the Reading Recovery Program approach was effective with students thought to be learning disabled.

Pinnell (1988) describes another study which was undertaken to determine the effectiveness of the Reading Recovery Program with low achieving first grade students, and which focused on the program's emphasis on helping students connect reading and writing. Writing samples of 23 reading recovery students were analyzed and it was concluded that reading skills increased concomitantly with writing skills. Teacher cueing and reinforcement of student use of information in text just read in written messages was associated with gains made by students in both reading and writing.

The study (Pinnell, 1988) also reports results which indicated that a group of "at risk" first grade students taught in a reading recovery classroom by trained teachers made no more reading progress than a similar group taught in classrooms where teachers were untrained (had not gone through the program's 1 year training course) but used reading recovery methods. Both reading recovery groups made more progress between fall and spring testing than a third group that was taught with compensatory methods involving an instructional focus on skills and isolated information. Pinnell concluded that students who were engaged in daily holistic lessons that included reading real stories, writing and then reading their own messages made accelerated

progress. The writer hypothesizes that the reading-writing connection aspect of the Reading Recovery Program may be crucial for "at risk" students who are having difficulty making connections between what they already know, and new materials and reading processes to be learned.

Madden, Slavin, Karweit & Liverman (1989) describe the "Success for All" program which was implemented in a Baltimore City elementary school of 440 students. The program operated on the principle that the student failure rate could best be reduced by first providing the best available classrom programs and then by providing intensive, immediate intervention for students experiencing difficulty. A primary goal of the program was the provision of intensive, corrective intervention as soon as students began to experience difficulty.

Use of reading tutors who had experience in Chaper 1, special education or primary reading was one of the most important elements of this program. These tutors served as additional reading teachers during daily 90 minute reading periods when students in grades K through 3 were ability grouped. The tutors made it possible to have reading groups of about 15 students during the regular reading instructional period. These tutors also provided one-to-one instruction for students having difficulties. Periods of individual instruction were of about 20 minutes in length and emphasized reinforcement of the regular classroom

reading curriculum. First graders received priority for tutoring.

Student progress in the reading curriculum was assessed every 8 weeks to determine which students should receive tutoring and to facilitate decisions about program modification (Madden et al., 1989). A family support team which consisted of two social workers and one parent liaison was part of the program. This team worked to involve parents in their children's school experience by making home visits, providing parenting workshops and giving parents strategies for working with their children. The family support team also worked with families to insure that children attended school regularly and had their basic physical needs met. A program facilitator worked with the principal of the school to coordinate the program. Teachers received two days of inservice at the beginning of the year and several other short inservice sessions throughout the remainder of the year.

The Success For All program (Madden et al., 1989) was evaluated at the end of the first year by comparing the standardized test scores of students in the program with students at a school that was similar socioeconomically. Students in the Success For All program at the first grade level earned an average grade level score of 2.0 at the end of their first grade year, while students in the counterpart school earned an average grade level score of 1.5.

Differences between matched pairs of students across the two schools also reached a statistically significant level with Success For All students scoring higher. Despite these results, Madden et al. (1989) concluded that the program's true effectiveness could not be determined until preschoolers in the program had reached the fourth grade, or possibly even middle or high school.

The Big Books for Beginning Readers Program (1985) implemented in the Montebello Unified School District, California provides an example of a unique approach to the improvement of reading achievement of first graders. School staff had noticed that many students were having difficulty with the basal reader series that involved much isolated drill. Students at the first and second grade level were having a great deal of difficulty with these exercises and were also not doing well reading stories. Poor readers were actually spending very little time reading because they were busy doing skill activities. A review of the literature revealed that children who had been read to at home were often successful beginning readers. This phenomena referred to as "The Bedtime Story Cycle" involves the reading and rereading of predictable stories by an adult or sibling to a younger child. The pleasurable social aspects of this activity motivates children to become early readers. The highly repetitive and predictable nature of stories often read during bedtime reading also nurtures the child's desire

to predict what will happen next in text, which is a strategy associated with proficient reading.

In an attempt to use this strategy with students having difficulties with early reading, Big Books, or over-sized versions of published books that have text that is repetitive and predictable were used (Big Books, 1985). Teachers read orally from the same Big Books each day, over a period of about two weeks, before introducing a new Big Book. Students were able to follow along easily because of the size of the print and experienced many repetitions of the same phrases and words. Even those experiencing great difficulty with reading were able to begin reading in chorus. Trade book versions of the big books were kept in each classroom with cassette tapes that allowed students to listen as they read along. Students were also encouraged to choral read these trade books in pairs.

Evaluation of the year-long implementation of the Big Books program (1985) did not involve collection of test data describing student gains. Teacher comments were provided which indicated that Big Book lessons were preferred by many students, that non-readers had a sense of accomplishment when they learned to read Big Books, and that students often selected the Trade book versions of Big Books during silent reading periods in the classroom.

George (1987) describes a study designed to explore the possibility of using modality theory and assessment

techniques to improve reading instruction. The Swassing-Barbe Modality Index was described and the theoretical basis of this Index was discussed. Basic assumptions of this model include the possibility of typing students and teachers as auditory, visual, kinesthetic or mixed modality learners, and the possibility of increasing student rate of learning if teacher learning modality is matched with student learning modality. According to modality theory, teachers tend to teach primarily in a manner that is consistent with their modality preference, while students learn most efficiently when instruction is presented in their preferred learning modality.

George (1987) found that second grade students in a classroom of 31 who had learning modality preferences that matched the teachers, generally learned no more efficiently than students who had learning modality preferences that differed, during a 3 month time period. This investigator acknowledged that more research involving larger groups, over longer periods of time was needed, but concluded that her data did not support the validity of modality theory and principles for use in the improvement of reading instruction.

Idol-Maestas, Lloyd & Ritter (1981) describe a one-to-one reading instruction approach that was successful in raising reading achievement an average of 2.3 months per month of participation for 151 elementary and secondary

students categorized as Educably Mentally Handicapped, Learning Disabled, Behaviorally Disordered or as eligible for Chapter 1. The procedure was used across a 9 month period of time and involved three elements: curricular assessment, placement in an appropriate curriculum level and data based instruction. Students were placed in the appropriate curriculum by having them read selected passages while being timed. Instruction was begun at the curriculum level where the student was able to read with 95% accuracy, 80% comprehension, and at a rate of 30 words correct per minute. A specific error correction procedure was used which involved either asking the student to repeat the word, attempt to sound it out, or having the teacher supply the word, followed by rereading of the sentence or phrase. Other procedures involved use of sound sheets that drilled students on sounds in isolation, but which were found in the story to be read on that day, and daily word drill. Oral reading rate was increased by teacher prompting "go faster", or through rereading of stories. Oral comprehension was improved by backward chaining and emphasis on the question type the student was having problems with. Criterion level for passing on to the next story was set at 94% accuracy, 30 correct words per minute with 80% comprehension. One story per day was read and stories were reread until this performance criterion was reached. This procedure was used across 15 different reading curriculums.

Fuchs, Tindal & Fuchs (1985) describe a study that compared the effect of different mastery learning procedures on the reading achievement of 48 high and 40 low ability students at the first grade level. One treatment condition involved teachers following the procedures recommended in the basal reading series for assessment of student mastery of reading skills. These assessments are part of the basal reading program and are administered at the end of each unit to determine level of mastery of skills taught, and to facilitate decision-making about the need for reteaching of concepts or promotion of students to the next reading level. The second treatment condition involved a data-based decision-making procedure. Teachers using this approach first specified the number of stories to be read by the end of the year. A graph was then constructed that displayed reading group progress across time through the stories and which also displayed an aim line that showed the rate of progress necessary to reach the established year-end goal. Every week teachers measured each student's oral reading performance on a passage randomly sampled from the group's current instructional story. If at least 80% of the students read at least 50 words correct per minute in this passage, then the group moved to the next story. Otherwise the group was involved in corrective instruction on the same story. After each measurement, the group's collective progress was charted on a graph and shared with students.

During the course of this year long study, Fuchs et al. (1985) observed that teachers using the basal reader assessment procedure frequently promoted students to the next unit without reteaching when their end-of-unit test results indicated less than mastery. This happened to 25 of the 40 low ability students during the school year. Fuchs et al. also argue that the reading units covered in most basal series usually involve skills of such a broad scope that mastery cannot be determined by the very brief unit-end tests found in these programs. Additionally, they argue that these unit-end tests often involve reading subskills which are not highly related to actual reading. The oral reading assessment technique used in the second treatment condition has been shown to be closely correlated with actual reading skills according to Fuchs et al..

Fuchs et al. (1985) found a significant treatment interaction between use of the oral reading rate assessment procedure and the achievement of low ability students. Low ability students who were taught using the oral reading rate data to guide decision-making about the need for additional teaching or promotion, made gains that were greater than low ability students who were taught according to assessment procedures recommended in the basal reading series. No treatment effect was found for the high ability students.

Raim (1980) describes a program that involved using urban parents to tutor their own children in reading. A

reading club that met once every week was begun in the fall and continued until spring of the school year. Parents and students for the club were selected from the two lowest functioning classes at the second and third grade level. Weekly club meetings involved approximately an hour of demonstration of reading activities by program leaders followed by practice of these activities by parents with their children, with club leaders available to answer questions or provide additional demonstration. Weekly meetings focused on activities such as sight word practice, developing phonic generalizations, vocabulary enrichment and learning to follow directions.

According to Raim (1985) when the club began in the fall, approximately 20 parents were attending. By spring, ten parents were attending regularly. Raim pointed out that the small number of participants made statistical analysis of results difficult. Standardized test results did indicate that the students of all parents who attended the club meetings at least maintained the reading percentile rank they had held at the beginning of the year. Five of the students whose parents continued to attend were reading at a level closer to average for their age at year's end. Additionally, parents reported improvement in their own reading.

Ellis and Preston (1984) describe the use of wordless picture books and fifth grade tutors to improve the reading

of first graders. Ellis and Preston first point out that "reading" of wordless picture books by beginning readers facilitates development of their reading related cognitive skills. Student ability to predict outcomes, sequence story events and note story details is increased by reading of picture books. Use of these books also provides a method of improving the oral language skills of beginning readers when they are engaged in discussion about pictures.

Ellis and Preston (1984) describe how fifth grade students were used to engage first graders in reading of wordless picture books. Six fifth grade tutors were selected randomly and participated in an orientation session. During this session the two main goals of the program were described to the fifth grade tutors. First graders were being tutored with wordless books in order to improve their oral language and improve their ability to read for meaning. The importance of general language facility for beginning reading was emphasized. The role of the tutor in this process was to provide an opportunity for the first graders to speak to someone who was attentive and responsive. The importance of encouraging students to describe stories in complete sentences was emphasized. A wordless picture book was used to discuss strategies such as sequencing, prediction, vocabulary development, determining cause and effect, expanding sentences, determining the main idea, making judgements and retelling the story. Tutoring

skills were reinforced during weekly meetings throughout the year. The group of tutors also decided that the first graders would probably enjoy illustrating and writing about stories.

Fifth graders then volunteered to tutor first graders on specific dates. These dates were written on a calendar and a copy of this calendar was provided for first grade teachers. First grade teachers read picture books to their classes and described the tutoring program. These teachers then asked for volunteers and paired first grade students with fifth grade tutors. Fifth graders would then come to the first grade classroom at the appointed hour with a picture book and the teacher would designate an area where the two students could work together. After the two students introduced themselves, the first grader would begin to read from the picture book and the fifth grader would stimulate oral language using strategies discussed during the orientation session. Tutoring sessions lasted about 30 minutes. Fifth grade tutors taught other fifth graders to tutor and at times there were two fifth graders working with individual first graders. At least six tutors were involved in the program at any one time. During the program approximately 60 first graders and 30 fifth graders participated.

Ellis and Preston (1984) reported that the fifth grade tutors varied in ability but were generally responsible.

All students reported enjoying the one-to-one tutoring sessions. Teachers at the school decided to organize the program again for the following year with a first grade teacher serving as coordinator. Ellis and Preston reported that they observed growth in both first graders and fifth graders as a result of the program.

School Psychologists and Improvement of Reading

Literature that was directed at school psychologists interested in improving reading achievement was also reviewed. This literature was of two basic types: that which described actual application of strategies and techniques by school psychologists to improve student reading achievement, and that which described intervention techniques considered to be useful to school psychologists in the improvement of reading achievement.

Often school psychologists serve in a consultative or collaborative role with teachers in efforts to improve academic achievement in general or reading achievement in particular. Chandler (1980) describes a program which involved the establishment of a child evaluation center and a 13 stage psychoeducational consultation process designed to address a wide variety of student school achievement problems in an inner city school. The center was staffed by doctorial students in school psychology. The consultation process included the following steps: assignment of referral; review student records; teacher/school

psychologist interview; classroom observation; individual observation; educational assessment; parent conference; implementation of recommendations; 30 day follow-up and 90 day follow-up. During the year of the program's existence, 91 referrals were received. The number of formal referrals to school psychologists (student consideration for special educational placement) during the period of the programs implementation was 50% less than during a comparable period immediately preceding the program.

Non-public School Programs: Clinical and Guidance Services. ESEA Title I. Final Evaluation Report, 1979-80 (1980) describes implementation and evaluation of a Title 1 clinical and guidance service program for New York City non-public school students in grades K-12 during the 1979-1980 school year. Students referred to the program were being served in Title 1 reading or math compensatory programs. School psychologists were involved in evaluation of students, consultation with teachers and parents, therapy and special educational labeling and placement of students. The program also involved social workers and guidance counselors who served as therapists to students and as consultants to teachers and parents. The primary goal of the program was to help teachers and parents individualize approaches to instruction and parenting. Evaluation of the program was done in a pretest-posttest design using normal curve equivalents of the Stanford Achievement Test. The 75

first graders who received program services demonstrated a mean normal curve equivalent gain of 10 points between pretest and posttest.

Dickinson and Adcox (1984) describe a consultation program involving school psychologists, social workers, teachers, parents, principals, students and peers in several Las Vegas, Nevada elementary schools. The program involved 30 students who had been referred because of achievement or behavior problems. Consultation services were provided across 10 weeks and objectives were written for each child by consultant and teacher. Consultation activities with teachers included: teacher agreement to school psychologist or social worker involvement, testing, consultation with teachers to design a program, writing contracts between teachers and student, supplying teachers with reading and background materials regarding interventions, and modifying contracts when necessary. Consultation activities with parents included: conferencing parent to clarify problem, explaining the school program, writing parent-student contracts and follow-up. Consultation activities with the student primarily involved writing of behavioral contracts. School psychologists and social workers also involved others such as principals for behavioral contracting and peers to serve as tutors and behavior recorders when possible.

Dickinson and Adcox (1984) report that academic achievement objectives were achieved in 85% of the cases.

They concluded that large numbers of children can be helped using this type of consultation approach and that consultation can often prevent special educational placement of students.

In contrast to literature describing programs involving very general consultative techniques, and which involved a wide variety of student problems, Cochrane and Ballard (1986) describe a program that focused on improvement of reading achievement and which involved a school psychologist in activities more directly related to reading. The program involved five children who had shown limited progress in reading during the 2-4 years preceding the project. One of the students had cerebral palsey and the others had learning problems of undiagnosed etiology. All were being instructed in a regular classroom. The study involved the collection of data related to student reading performance and introduction of intervention phases decided on within the consultative/collaborative framework. The school psychologist took measurements of student reading performance weekly. Data collected included information about student accuracy of reading, ability to self-monitor reading, rate of progress in a reading book, and amount of on-task behavior during independent reading activities. Data about teacher behavior was also collected through observation. Data about teacher behavior such as frequency of praise and amount of reading instruction actually

provided during each week was maintained. This information was used to facilitate decision-making about changes in instructional procedures during phases of the program.

Cochrane and Ballard (1986) reported that after 22 weeks of instruction, the five children demonstrated mean gains of 6.4 reading levels. The authors note that these gains were made by students who had made almost no reading gains during the 2-4 years preceding their project. Additional mean gains of 2.5 reading levels for the five students were reported at follow-up 12 weeks after the school psychologist had terminated involvement. Cochrane and Ballard concluded that special children can learn within regular settings but support for teachers is needed. These authors reported that the school psychologist spent approximately 140 hours involved in project activities during the program.

Berninger and Thalberg (1987) recommend that school psychologists serve as consultants to teachers in order to identify students in kindergarten and first grade who have difficulties with phonemic analysis and synthesis skills. These authors cite research which suggests that poor phonemic skills are causal in the failure of beginning readers because these skills are essential for learning of phonics. They state that school psychologists should use assessment procedures such as Rosner's Test of Auditory Analysis Skills, auditory discrimination subtests of the

Stanford Diagnostic Reading Test (red level), and the Lindamood Auditory Conceptualization Test to monitor progress of students having difficulty in this area during kindergarten and first grade. They also recommend that school psychologists consult with teachers regarding training programs designed to help students develop phonemic skills.

Lentz (1983) discusses ways that school psychologists can interact with students, teachers, parents and peers in order to improve academic achievement. This author concludes that the traditional types of testing done by school psychologists such as intelligence testing, personality assessment and norm-referenced academic achievement testing does not lead to effective interventions for low achieving students. Lentz calls for school psychologists to become involved in evaluation of classroom variables known to be related to academic achievement. Factors such as amount of time allotted for instruction, actual academic engaged time, amount of direct instruction provided, frequency and type of elicitation of student response by teachers, frequency of teacher evaluative responses (praise or negative comments) as well as student behavior at time of academic engagement must become subjects of investigation by school psychologists. Lentz recommends that school psychologists collect this information through observation and teacher and student interviews.

Lentz (1983) cites regular classroom interventions that have led to improvement in reading achievement. Strategies such as reinforcement for accurate completion of work, access to desired activities and free time following accurate completion of work, alteration of teacher contact rates and allowing students to skip certain basal sections and drill have led to improvement in reading achievement. Lentz also cites use of peer tutors, community volunteer tutors, enlistment of parents to reinforce school performance at home and provision of graphic feedback to students about their improving reading performance as potentially effective strategies. Lentz recommends that school psychologists become involved in helping teachers to implement these strategies.

Rosenfield (1987) discusses many strategies that school psychologists can use when they enter into collaborative relationships with teachers in order to improve the academic achievement of low achieving students. This writer cites the use of Curriculum Based Assessment techniques as important strategies for use by school psychologists. Rosenfield argues that a major source of difficulty for low achieving students is a mismatch between the academic material they are presented with in the classroom and the prerequisite skills they actually have in that area. In order to promote a better match, Rosenfield recommends that school psychologists conduct Curriculum Based Assessments as

developed by Gickling and Havertape (1982). In reading, this type of curriculum based assessment would involve observation of student oral reading and performance on drill activities in the classroom reading curriculum to determine the student's level of accuracy (p. 103). In the Curriculum Based Assessment approach developed by Gickling and Havertape and described by Rosenfield, reading tasks are of only two types: reading, which is defined as oral reading of text followed by answering of comprehension questions, and drill which involves all other reading related activities. Student performance in reading materials is monitored in order to maintain the student at a level where he/she is able to read with 93-97% accuracy and answer comprehension questions with 75% accuracy, or perform drill activities with 70-85% accuracy. Rosenfield provides evidence that instructing students using this approach leads to higher levels of on-task behavior during academic instruction and to greater gains in achievement. She suggests that school psychologists collaborate with teachers to modify curriculum materials so that low achieving students will receive instruction according to these principles.

Deno (1986) describes another type of curriculum based assessment that could be used by school psychologists attempting to facilitate development of improved academic programs for low achieving students. The technique proposed by Deno for reading involves repeated measurement of student

that have been used (i.e. peer tutors, teachers' aides), types of reinforcements that have been used, amount of parental involvement there has been, degree of awareness the student has as to the nature of difficulties and of teacher expectations, and specific reading skills the student is having difficulty acquiring. The process of assessment should provide information about how instruction could be changed to be more effective. Assessment activities should involve observation, interview and direct assessment of student reading skills.

Witt and Bartlett (1982) report that direct behavior intervention by school psychologists with students experiencing reading difficulties have taken the form of cognitive behavior therapy to improve student ability to sit still, attend and inhibit impulsive behavior, behaviors that are prerequisites to reading improvement. This approach usually involves five components: adult modeling of the behavior, student practicing of self-verbalization, student practice following a strategy and students being involved in practice where they respond reflectively and evaluate alternatives before responding. Direct behavior intervention has also involved teaching students cognitive strategies related to reading such as memory-enhancing strategies, and strategies to help students elaborate on their understanding of stories.

Indirect service to students experiencing low reading

achievement can be provided through the establishment of collaborative relationships with teachers according to Witt and Bartlett (1982). Observation of teachers during instruction followed by feedback as to the frequency of behaviors related to effective instruction is cited as one strategy in this category. Helping teachers develop token reward systems is another strategy cited.

Witt and Bartlett (1982) state that school psychologists should engage in collaborative relationships with students' parents in order to improve reading achievement. Training parents in the use of simple techniques such as flash cards to drill their children is cited as a potential strategy. Helping parents to establish reinforcement programs at home to reward behavior associated with improved reading performance at school is cited as another potential strategy.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

Low reading achievement had been linked to a variety of negative outcomes for students. The evidence presented in the Problem Documentation section of this proposal indicated that a significant number of students began to experience reading failure during the first grade. The goal of this practicum was to increase the reading achievement of a selected group of low achieving first grade students in order to prevent the loss of self-esteem and general school failure associated with reading difficulties.

Behavioral Changes Expected

The most readily apparent indicator of student level of reading achievement was the progression of the student through the school's reading basal series. Information obtained through interviews with second grade teachers in the writer's setting indicated that students entering the second grade who had not completed the basal series third pre-primer were considered to have serious reading achievement problems. Objective 1 of this practicum therefore was as follows:

The number of first graders who demonstrate reading achievement that is considered to be significantly

below their peers will be reduced. Of the 12 students selected for this practicum, 9 will successfully complete the basal's third pre-primer by the school year's end.

The number of students retained in the first grade because of low achievement in reading during previous school years was cited as evidence of the problem addressed in this practicum. Retention was also described as potentially damaging to the self-esteem of students. Objective 2 of this practicum was therefore as follows:

The number of first graders who are recommended for retention in the first grade because of low achievement in reading during the year following implementation of this practicum will be reduced. Of the 12 students selected for this practicum, 9 will demonstrate the level of reading skill necessary for their promotion to the second grade.

The number of students referred for consideration for special education placement because of low achievement in reading during previous school years was cited as evidence of the problem to be addressed in this practicum. The potentially damaging effects of this type of placement on students were discussed in the Problem Documentation section of this proposal. Objective 3 of this practicum was therefore as follows:

The number of students referred for special education placement during the year of this practicum's implementation will be reduced. Of the 12 students selected for this practicum, 9 will complete the first grade without referral for special education because of low reading achievement.

Measurement of Objectives

Student attainment of the objectives stated above was to be determined through the students' classroom teacher's responses to the three items on the Student Status Checklist (See Appendix A). Each student's attainment of objective 1 was to be documented through teacher response to item 1 on this checklist. Each student's attainment of objective 2 was to be documented through teacher response to item 2 on this checklist. Each student's attainment of objective 3 was to be documented through teacher response to item 3 on this checklist.

Description of Plans for Analyzing Results

A Student Status Checklist (See Appendix A) was to be completed by classroom teachers for all students involved in this practicum after the implementation period. The number of students who attained objective 1 was to be determined by tallying teacher responses to item 1 on the Student Status Checklist for all 12 students. This data was to be presented in a table and discussed in light of objective 1 in the results section of the practicum.

The number of students who attained objective 2 was to be determined by tallying teacher responses to item number 2 on the Student Status Checklist for all 12 students. This data was to be presented in a table and discussed in light of objective 2 in the results section of the practicum report. The number of students who attained objective 3 was to be determined by tallying teacher responses to item number 3 on the Student Status Checklist for all 12 students. This data was to be presented in a table and discussed in light of objective 3 in the results section of the practicum report.

A Student Profile (See Appendix C) was to be completed by the writer for each student after the practicum implementation period. The Student Profile was to contain information deemed relevant to the students' future reading instruction and was to be placed in each student's reading folder. Information included in Student Profiles was to have been collected by the writer through his many interactions with the students, their teachers, their parents and their cross-aged peers.

Mechanism for Recording Unexpected Results

Unexpected positive and negative outcomes observed by this writer were to be recorded in a written log. Significant events observed by this writer, teachers, students, parents and peers were to be recorded on a daily basis. These unexpected outcomes were to be described and

discussed in the results section of the practicum report.

Chapter IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solution

Review of the literature related to reading, reading instruction, causes of reading difficulties and programs designed to improve the reading skills of primary students revealed many possible solution strategies. A strategy frequently used involved volunteer or paid teachers' aides to extend and reinforce the basal reading instruction being received by students within the regular classroom setting. Ofelia (1983) reported use of aides for tutoring with students identified as disadvantaged for a small period of time each day. Seventy-five percent of first graders subsequently passed 4 of 6 tests in the basal program at their grade level and the entire group of students were retained at a rate of only 20%, a rate that is better than the rate of retention for disadvantaged students in the writer's setting. Johnson (1987) reported an average reading grade level gain of .9 by a group of 2142 disadvantaged pupils during a similar teachers' aides program. It appeared that use of teachers' aides can make a difference in the reading achievement of students who are disadvantaged.

Recruitment of teachers' aides for use in the writer's

setting was a potential solution strategy. It was anticipated that many of the students selected for this practicum would be from socioeconomic backgrounds similar to the students in the Ofelia (1983) and Johnson (1987) studies. However, the logistics of such a strategy made it less feasible. The writer did not have funds to hire aides and recruiting volunteers in the rural setting of the school would have been difficult.

Use of certified teachers with experience in reading instruction as tutors for low achieving primary students, or use of certified teachers with special training in tutorial strategies was a primary component of several programs described in literature reviewed. Madden, Slavin, Karweit and Liverman (1989) described use of additional teachers to reduce reading group size and to provide individual tutoring for primary students experiencing difficulty with reading. Lyons (1987) and Pinnell (1988) described use of teachers trained in Reading Recovery tutorial methods to provide one-to-one instruction for primary students experiencing difficulty in reading. Essential components of the Reading Recovery strategy involve monitoring of student oral reading errors and linking of reading and writing. This literature generally indicated significant improvement in reading skills of targeted students.

The use of certified teachers to tutor students in this practicum was not feasible since the writer did not have

funds to hire trained teachers. The use of the Reading Recovery strategy involving monitoring of student oral reading errors seemingly was unfeasible because of the extensive training and practice necessary to use this strategy (Boehnlein, 1987). However, use of the Reading Recovery strategy involving linking of reading and writing by first grade teachers and other staff seemed feasible.

Use of Big books (Big books, 1985) by teachers to stimulate student interest in reading and provide opportunity for students to read and reread books was generally effective. This strategy seemingly provided students with opportunity to read and allowed them to experience reading as enjoyable rather than as drill. Implementation of this strategy in the writer's setting would involve purchase of Big Books, accompanying Trade books and cassettes for use by students. This expense made this strategy unfeasible as the writer did not have funds to purchase these materials. However, a variation of this strategy using regular sized books for frequent reading and rereading by and to students seemed feasible.

The training and involvement of parents to serve as tutors for their children was described by Raim (1980) and was recommended as a way for school psychologists to help students experiencing reading difficulties by Lentz (1983) and Witt and Bartlett (1982). Raim described a program in which parents were trained in use of reading instruction

activities during weekly 2 hour sessions. Students involved were from disadvantaged socioeconomic backgrounds and were probably similar to the students who were selected for this practicum. Raim reported that students whose parents were involved in this program either held their own compared to other students or actually made gains in reading skills compared to same-aged peers during the year of this program.

Implementation of a strategy involving training parents to help their children with reading seemed feasible within the writer's setting. The writer's school district provided a "Learning Together" manual of activities for parent use with their primary-age children. The writer could have used this manual as the basis for training of parents with other activities introduced when possible. A potential problem with this strategy involved parental inability to participate because of family and job demands on their time.

Establishment of a collaborative relationship between school psychologists, school staff, parents or peers was recommended as a way to improve student reading achievement by Witt and Bartlett (1982). Dickinson and Adcox (1980) described their efforts to improve reading achievement of five handicapped students through establishment of a collaborative relationship between the school psychologist and the regular classroom teacher. Collaboration essentially involved an agreement between the participating person(s) and the school psychologist to combine their

expertise and efforts to improve the performance of targeted students. During collaboration school psychologists were often engaged in the following activities: conferencing with teachers or others to clarify and define problems, generating data and information that was relevant to the identified problem, facilitating selection of the most appropriate solution strategies, and helping teachers or others monitor effects of strategies implemented, adjust procedures, or revise them if necessary.

The assessment procedures described by Berninger and Thalberg (1987), Cochrane and Ballard (1986), Deno (1986), and Rosenfield (1987) are methods school psychologists could have used to provide meaningful data as they collaborated with teachers to improve instruction for students experiencing reading problems. The procedures for assessing and monitoring of student phonemic skills described by Berninger and Thalberg could have been used to guide remediation of student skills that underlie phonic skills acquisition. The strategies described by Cochrane and Ballard, and Deno entailed frequent measurement of student performance on reading curriculum tasks in order to monitor student progress and gauge the effects of various intervention and instructional strategies across time. The Curriculum Based Assessment techniques described by Rosenfield provided a way for school psychologists to help teachers insure that reading material assigned to students

will have the ratio of known to unknown items that had been shown to result in maximum learning. The reading mastery assessment method described by Fuchs, Tindal and Fuchs (1985), and the curriculum focused reading assessment method described by Idol-Maestas, Lloyd and Ritter (1981) were also procedures that could have been used by school psychologists as they collaborated with teachers in order to improve student reading skills.

These assessment-related methods for improving reading instruction had a strong appeal to the writer because they emphasized individual assessment of student skills, an activity very familiar to the writer, and because they had proven empirically to be effective (Fuchs et al., 1985). Use of reading assessment methods described were also likely to be perceived as consistent with the school psychologist's role by school staff. Use of one of the reading assessment methods described above in this practicum seemed very feasible.

Establishment of collaborative relationships between school psychologists and teachers in order to increase effectiveness of teacher instructional behavior had also been recommended as a way to improve student academic achievement. Regular observation of teacher behavior during reading group instruction followed by feedback to teachers regarding the frequency of specific teacher behaviors known to be effective was discussed by Lentz (1983) and by Witt

and Bartlett (1982). Research had shown that effective instruction involved teacher behaviors such as frequent elicitation of student response, frequent feedback about the quality of student response, and frequent positive comment about student response. Regular observation of reading instruction by school psychologists was recommended as a way to provide teachers with feedback about how closely their own instructional behavior resembled teacher behavior that had been proven effective empirically.

This strategy would seemingly have been feasible in the writer's setting. However, teachers in the setting were using a model of direct instruction that included most instructional strategies and teacher behavior that research had demonstrated to be effective. Writer observation followed by feedback would probably have been superfluous. This strategy would also probably have been perceived as intrusive by teachers.

Providing various services to students directly had also been recommended for school psychologists. Strategies recommended in the literature included improving the attentive and metacognitive strategies thought to underlie academic learning through use of modeling and rehearsal techniques (Witt & Bartlett, 1982), providing students with graphic evidence of reading gains followed by encouragement and praise (Lentz, 1983), and student performance contracting (Dickinson & Adcox, 1984). Witt and Bartlett

cited research evidence which suggested that modeling and rehearsal strategies could be used with primary-age children to improve attending behaviors and thereby indirectly improve academic achievement. Lentz did not provide research evidence demonstrating the effectiveness of providing students with graphic evidence of gains followed by praise and encouragement. He seemed to rely on the widely demonstrated effectiveness of operant learning principles as evidence of the potential effectiveness of this approach. Dickinson and Adcox reported that 85% of established academic objectives were realized in their study which most frequently involved performance contracting with students as a strategy.

Results reported in the literature described above suggested that these strategies might have been effective in the writer's setting. Because strategies described by Lentz (1983) and Dickinson and Adcox (1984) could be used to directly address the problem of low academic achievement they were considered more relevant than the strategy described by Witt & Bartlett (1982).

Another way for the school psychologist to provide direct service to students would have involved using holistic reading strategies described by Carbo (1987a), or a variation of the Big Books (1985) approach, using regular sized, high interest books. Writer contact with students could have been in groups of 2 to 4 allowing for a great

deal of individual attention. Carbo (1987b) cited research evidence which suggested that providing the opportunity for students to have interesting books read to them, having access to interesting books and writing about books being read is effective with many students who do not make satisfactory progress through basal reading instruction.

This strategy would have been feasible and potentially effective in the writer's setting. Student participation in holistic reading activities might have served to stimulate interest in reading and counteract some of the negative effects of low-interest aspects of the basal reading program. Involvement of students in this type of reading activity had been a continuing goal of school staff, but because of time constraints and other factors this goal was usually not achieved. Direct involvement by the writer would have insured that low achieving students at the first grade level were participating in these activities on a regular basis.

Establishment of peer tutoring programs to help low achieving students had been recommended as an approach for use by school psychologists in the literature (Lentz, 1983). Ellis & Preston's (1984) description of a program involving use of fifth grade students to engage first grade students in reading of picture books suggested that this strategy had been helpful when actually implemented. The use of this strategy in the writer's setting seemed feasible. Previous

discussion with teachers and the principal at the school had indicated interest in peer tutoring programs and the school staff believed that these activities could be beneficial to both tutor and student.

Description and Justification for Solution Selected

Low reading achievement most often has several causes or correlates in the case of individual students. It was unlikely that any one solution strategy would significantly improve the reading achievement of a group of students whose reading difficulties had a variety of causes. In recognition of the need for a multifaceted approach, a framework for the organization of solution strategies was adopted and is described below. A discussion of the primary considerations that guided selection of solution strategies also precedes description of solutions selected.

Avenues of involvement by school psychologists in efforts to improve the reading achievement of students described by Witt and Bartlett (1982) were adopted as a framework for the selection of strategies. Potential strategies were viewed as involving the writer in one of the four general approaches described by Witt & Bartlett: (1) assessment of student reading problems, (2) establishment and maintenance of collaborative relationships with teachers, (3) establishment and maintenance of collaborative relationships with parents or others, and (4) direct service by the writer to students experiencing low reading

achievement.

Selection of solution strategies for use within the framework presented above involved consideration of many factors. Literature reviewed regarding theories of reading, effective reading instruction, and causes of reading failure was considered. Consideration was also given to factors or conditions observed within the practicum setting. Time constraints on the writer, intrusiveness of various strategies, inferred causes of the identified problem and the nature of existing programs designed to help low achieving students in the first grade were considered.

Literature describing theories of reading and theories of reading instruction suggested two basic approaches: reading instruction can procede in a part-to-whole fashion involving instruction on reading subskills that presumably will be used by students in the act of reading, or reading instruction can involve a whole-to-part approach which emphasizes meaning from the beginning of formal instruction and which involves teaching reading subskills naturally during actual reading. The basal reading series in the writer's setting involved an interactive approach with aspects of both part-to-whole and whole-to-part approaches. As students began to read they were encouraged to use context clues, suggesting some emphasis on meaning. However, there was still considerable emphasis on phonics instruction and drill on reading subskills within the

regular first grade settings. The Chapter 1 program, which serves many low achieving students at the first grade level also involved much phonic skills instruction and emphasis on the development of reading subskills. Since students were already receiving so much instruction that involved reading subskills it was decided that strategies selected for this practicum would emphasize holistic reading activities that were likely to be intrinsically pleasureable to beginning readers.

Decisions about selection of solution strategies also involved consideration of time constraints on the writer and school staff. The writer estimated that he would be able to devote about six hours to on-site participation in practicum activities per week during regular work hours. It was estimated that approximately four after-work hours per week could be devoted to practicum related activities. The writer's experience in the practicum setting suggested that strategies that involved substantial amounts of teacher time and effort would not be successful. It has consistently been observed that the teaching staff is already pressured to meet existing demands. The writer estimated that no more than two hours per month of teacher time could be enlisted during this practicum. It was also judged that strategies which involved enlistment of adults from outside the setting to provide tutoring would be perceived as intrusive by the principal of the school.

Consideration of causes of reading difficulties described in the literature and those inferred as causative of the problem in the setting suggested that some were outside of the scope of this practicum while others were amenable to influence. Student problems such as poor auditory acuity, poor visual acuity, neurological problems with resulting attention problems and extremely low general intelligence could not effectively be addressed by strategies that could be implemented by this writer. If it was suspected that a student was experiencing one of these problems, the appropriate referral was to be made. Causes or correlates of low reading achievement that were potentially amenable included poor language background of students, poor motivation of students for reading, inappropriate placement of students in reading materials, use of only one reading instructional approach and lack of encouragement and support for reading at home.

Solution Strategies Selected

Direct service to students selected for this practicum was to be provided by this writer on a once-per-week basis. The writer was to meet with students in groups of four. During these meetings student instant recognition of words in their basal reader was to be assessed and records of student performance was to be maintained and graphed. Students were to receive feedback weekly during these meetings as to their progress in instant word recognition

along with praise and encouragement (Lentz, 1983). Students were to color words that they had identified accurately for three consecutive weeks on their reading rainbow (E. Edwards, personal communication, February 15, 1989; See Appendix B) during each of their weekly meetings with the writer. The writer was also to read a high interest book to students each week (Carbo, 1987a) and following this reading was to engage students in a writing activity related to the book read (Carbo, 1987b). Students were to practice reading their written words and phrases to each other and then to their teachers. The writer was to provide a high interest, low level book for each student to take home for the week at the end of each meeting (Big books, 1985).

These strategies were to address inferred causes of reading difficulties and causes described in the literature. Feedback to students about their progress, and praise and encouragement provided on a weekly basis was selected in order to increase student motivation for reading. Holistic reading activities were selected because they are generally enjoyable to students and may therefore have increased student motivation for reading. Holistic reading strategies also provide an opportunity for students to have reading experiences that are dissimilar from those encountered in other school settings thereby increasing the chances for success for students with learning styles that are global/tactile/kinesthetic (Carbo, 1987a). Lack of

variation in reading instructional methods was considered one of the causes of low reading achievement in the practicum setting and holistic strategies provide one alternative method. These strategies were also feasible in terms of the writer's allotment of time to practicum activities, were not intrusive and did not involve commitment of teacher time.

A collaborative relationship between the writer and classroom teachers was to be established and maintained in order to review student progress, discuss various alternative interventions, or discuss the need for referral of students to specialists. Monthly meetings were to be held with teachers to discuss student instant word recognition progress graphs (Deno, 1987) and data accumulated through direct observation of student reading during the writer's weekly meetings with students (Witt & Bartlett, 1982).

Establishment of a collaborative relationship between the writer and teachers was selected as a strategy because it was expected to increase the chances that a variety of instructional methods would be employed if students were experiencing slow progress in reading. Monthly feedback from the writer regarding individual student progress was also expected to decrease chances that students would be inappropriately placed in the basal reading series. Inappropriate placement of students in the basal reading

series and inflexibility of instructional methods were cited as inferred causes of reading problems by the writer. These factors were also listed as causes of reading achievement problems in the literature (Wilson & Cleland, 1985). This strategy was expected to regularly involve teachers in this practicum but not place unrealistic demands on their time.

A collaborative relationship between parents and the writer was to be established and maintained (Raim, 1980). The writer was to invite all parents of students identified for involvement in this practicum to attend a meeting at the beginning of the practicum implementation period. The writer's goal of establishing a relationship with each parent that recognizes him/her as a valuable partner in his/her child's education was to be discussed. The need for on-going support for student reading from parents at home was to be emphasized. The writer's plan to maintain regular contact with parents to exchange information about student progress and discuss use of reading activities at home was to be announced. The school district's manual of home activities for first graders was to be supplied to each parent and activities were to be discussed and demonstrated by this writer during the initial meeting. Along with suggestions for reading activities, this manual emphasizes essential instructional considerations such as the need to be positive, the need to keep sessions short, and the need to make learning fun and game-like whenever possible. Flash

cards of sight words contained in the first two reading pre-primers were also to be provided for parents. The importance of parents reading to their children and having their children read to them was to be emphasized. Description of reading activities that students were to be involved in with the writer was to be provided during the initial meeting. Following the initial meeting, the writer was to have a phone conversation (or make a home visit when necessary) at least once every two weeks with each parent to discuss student progress and encourage parents to engage their children in activities discussed at the initial meeting.

A lack of support for student reading at home had been cited as a cause of low reading achievement in the literature (Richek, List & Lerner, 1989) and had been inferred as a cause of low reading achievement within the practicum setting by the writer. It was thought that establishment and maintenance of a collaborative relationship between the writer and parents would address this cause of low reading achievement.

A cross-aged tutoring program was to be established to provide additional opportunity to engage selected first grade students in reading activities (Ellis & Preston, 1984). The writer was to recruit, train and supervise fifth grade tutors as they engaged low achieving first graders in wordless picture book activities as described by Ellis &

Preston, reading of high interest books (Carbo, 1987a) and writing activities linked to books read (Carbo, 1987b). During training of fifth graders the writer was to emphasize essential considerations for tutors such as the importance of being positive, the importance of keeping learning sessions short, and the importance of making learning fun and game-like whenever possible. The relationship between the writer and the fifth grade tutors was to be collaborative in the sense that strategies used were to be refined and modified as necessary by the writer and tutors. Tutor feedback about the effectiveness of strategies and tutor suggestions for modifications were to be an important aspect of this process.

Cross-aged tutoring with picture books, reading of high interest books and writing activities [illegible] address several of the inferred causes of low reading achievement cited by this writer and listed in the literature. Picture book reading was intended to stimulate student facility with oral language which had been linked to success during beginning reading by Fry and Lagomarsino (1982), and which had been cited as a cause of low reading achievement by this writer. Student motivation was to be boosted through involvement in high-interest reading activities. Students with learning styles that were inconsistent with the auditory/analytical methods of the basal reader were to be involved in activites that were likely to be more suitable

for them (Carbo, 1987a).

Though the strategies described above were to comprise the major components of problem solution efforts; other strategies were to be implemented when possible. When possible, students were to be provided with opportunity to watch films related to literature being read, play act parts in books (Carbo, 1987a) or listen to tape recordings of books as they followed along (Big Books, 1985).

Report of Action Taken

Action taken during practicum implementation will be described in two sections. In the first section, practicum activities will be cited within the time framework for their actual implementation. In the second section, variations on original plans and the evolution of major components of this practicum during implementation will be discussed in greater detail.

Practicum implementation was begun on August 1 of the school year and ended on March 30. Solution procedures completed during the two weeks preceeding the pre-school preparation period included the following:

---The writer reviewed teacher manuals and student books at the readiness, pre-primer 1, pre-primer 2, pre-primer 3 and first reader levels of the school's basal reading series.

---The writer provided the school's principal with a copy of his practicum proposal and met with her twice to discuss plans for implementation. Final permission for practicum

implementation was obtained.

---The writer reviewed Trelease's (1985) The read aloud handbook, Lansberg's (1987) Reading for the love of it: Best books for young readers, and Routman's (1988) Transitions: From literature to literacy and obtained lists of high interest books for beginning readers.

---The writer searched two public libraries in the area and the schools's library for books recommended in book lists obtained.

---The writer obtained "Learning Together" manuals for use with parents from the primary education specialist at the school. The writer made flash cards with words from the school's basal series at the readiness and pre-primer 1 levels.

---The writer reviewed California Achievement Test scores of the kindergarten class during the previous school year. A tentative list of students for the practicum was obtained.

Solution procedures completed during the week of pre-school preparation included the following:

---The writer met with fifth grade teachers to describe and discuss the cross-aged tutoring strategy. Each of the two fifth grade teachers agreed to select three of their more responsible students during the first week of school.

---The writer met with the three first grade teachers who would be involved in the practicum. Practicum strategies were described and discussed. The tentative list of

students for this practicum made by the writer was presented to teachers. It was decided that teachers would select students following a period of observation.

---The writer continued his search of local public libraries for high interest, low level books for use in the practicum.

Solution procedures completed during the first 2 weeks of school included the following:

---The writer visited each of the three first grade classrooms to introduce himself and read a book to each class.

---The writer met with each of the 12 students identified by first grade teachers. Practicum activities were described and agreement to particpate was obtained from all 12 students.

---The writer met with the six fifth grade tutors and obtained their agreement to be involved in the practicum. A general orientation to the program was provided for tutors. Important characteristics of the tutoring relationship were described and discussed, and an introduction to picture book reading activities to be completed during the first two weeks of tutoring was provided.

---The writer contacted 2 of 12 of the parents of selected first grade students to describe practicum activities and obtain permission for their children to be involved. The parent meeting to be held at the school was announced to these two parents at this time. Both parents said that they

would attend.

Solution procedures completed during the third week of school included the following:

---Permission for selected first grader involvement in the the practicum was obtained from the 10 remaining parents. The parent meeting to be held on Friday of this week was discussed with all parents and all were invited to attend. All 10 stated that they would attend.

---Cross-aged tutoring sessions were begun on Thursday of the third week of school.

---The writer's direct contact with the students in groups of four was begun on Friday of the third week.

---The parent meeting at the school was held on Friday evening of the third week of school. Four of the parents contacted attended this meeting.

Solution procedures completed during the fourth week of school included the following:

---The writer met with six of the eight parents who did not attend the meeting to describe the practicum, reading activities and the need for parent support at home.

---The writer had phone conferences with two parents not yet contacted. These parents chose not to have the writer visit them at home. Practicum activities and parent involvement were discussed over the phone and "Learning Together" manuals and other materials were sent home with older siblings of students involved in the practicum.

---The writer had initial conferences with teachers during this week.

---Cross-aged tutoring was continued.

---Direct contact with first graders by the writer was continued.

Solution procedures completed during the fifth, sixth and seventh weeks of school included the following:

---Cross-aged tutoring was continued.

---Direct contact with students by this writer was continued.

---Phone contacts with parents were begun.

Solution procedures completed during week eight of school and continuing until March 23 of the school year included the following:

---Phone contacts with all parents on a regular basis.

---Teacher conferences every 4 weeks.

---Direct contact by the writer with all students on a weekly basis.

---Cross-aged tutoring sessions twice weekly.

Solution procedures completed during the week of March 26 included the following:

---Direct contact with all students by the writer.

---Final phone conference with parents.

---Final conference with teachers. The Student Status Checklist (Appendix A) was discussed and distributed to first grade teachers during the final week of practicum

implementation.

A Student Profile (Appendix C) was completed for each first grader involved in the practicum and was submitted to the student's teacher for inclusion in the student's reading folder within 3 weeks of the end of implementation.

Characteristics of First Graders Selected

The writer provided teachers with a list of students whose kindergarten California Achievement Test scores indicated reading achievement problems during the week of preschool preparation. First graders were selected by teachers after a period of observation during the first two weeks of school.

The group of first graders selected included eight males and four females. One of the first graders was a minority group member (Black) and the others were white, non-hispanic. All of the first graders had attended kindergarten during the previous school year. One of the male first graders had just completed a second year in kindergarten.

At least one of the parents of each of these 12 students was employed. Most parents were employed in blue collar occupations. Socioeconomically, 10 of the 12 families were judged to fall at the upper end of the lower class. The families of 2 of the 12 students were judged by this writer to be socioeconomically lower-middle class, since parents worked in occupations that are generally

considered professional. Six of the twelve students lived with both natural parents, three lived in stepfamilies, two lived in single parent homes and one student had been adopted by her maternal aunt and lived with this aunt and her husband. All first graders had at least one sibling living with them and the average number of children per household for this group was 3.4.

School Psychologist Contact with First Graders

Original plans for writer contact with students called for weekly meetings by the writer with groups of four students. These sessions were to occur on Fridays and were to involve reading of a high interest book, followed by a writing activity. The writer was to assess individual student knowledge of words at each of these sessions and to involve students in coloring of words known over a two week period of time on a Reading Rainbow (Appendix B). Following these activities, the writer was to lend each student a high interest book to be taken home and read with parents.

Several modifications of these strategies were necessary during practicum implementation. The writer's sessions with students took place at tables located in a large open area between second grade, third grade and kindergarten classrooms. Classrooms adjacent to this area do not have doors and noise in the open area can be very disruptive to instruction occuring in the nearby classrooms. During the first meeting with the group of four students,

the writer discovered that while completing individual assessment with one of the students, the other three often had difficulty maintaining attention to the assigned tasks and tended to engage in social interaction that was too noisy, often disturbing nearby classes. The writer experimented with use of a fifth grade tutor during the next two weeks to work with the three students while the writer completed individual assessment and this improved the situation somewhat. But because fifth grade academic schedules were very full, it did not seem appropriate to take fifth grade students from their classrooms for additional involvement in this practicum.

During the fourth week of direct contact with the students, the writer began to see first graders in pairs. This proved to be the best way to conduct sessions and the practice of seeing students in pairs was maintained throughout the remainder of practicum implementation. It was necessary to see students in pairs throughout the week rather than just on Fridays as originally planned as six sessions with students were now necessary rather than just three. Seeing students in pairs involved approximately twice as much of the writer's time in this activity as originally planned.

The writer's sessions with students generally lasted 30-40 minutes. The procedure followed most often involved introduction of a high interest book followed by a reading

by the writer. Students then often took turns reading the book with the writer's help. Books (Appendix D) with phrases that were repeated many times in text were selected for sessions because they increased chances for reading success for students and provided practice of basic sight words within a context that was enjoyable (Bridge, Winograd & Haley, 1983). The writer also often engaged students in discussion about the text. Strategies often involved drawing students' attention to particular words in text and their initial sounds in an attempt to reinforce basic phonics and sight word skills within the context of a meaningful reading experience (Routman, 1988).

Following several readings of the short books, the writer would send one of the students to a nearby table with the book just read and a writing assignment. All writing during these sessions was done in the student's own journal (Routman, 1988). During early months of practicum implementation, writing assignments most often involved copying a word or attempting to spell one word phonetically. As students gradually became more skilled, they were encouraged to write phrases and then short sentences. Usually the writer would pose a question to students, then help the students orally state an answer before sending them to the table to do the writing assignment. The students usually were also instructed to draw a picture of that which they were writing about.

As one of the students worked on the writing and drawing assignment in his/her journal the writer assessed the other student's sight knowledge of words in the basal series. These words were shown to students on flash cards with students getting to hold words known and the writer getting to hold words not known (a strategy suggested in the Learning Together Manual). Students were given approximately 5 seconds to identify words and if not known, the writer would state the word and then go on to the next word. For some students at the beginning of this practicum implementation, this activity involved attempting to recognize letters of the alphabet and eight readiness level words. Words across two basal levels were generally used during assessments as this assured the students' success on a number of the lower level words.

Original plans for this practicum strategy involved having students color words known for two weeks on their Reading Rainbow (Appendix B). This activity was attempted during the first several weeks, but students did not seem to enjoy it so an alternative strategy was attempted. The writer and the student tallied up the number of words identified during each session and then plotted this number on the students' graph (Appendix E). Since most students generally experienced a week to week growth in sight word knowledge they were able to see the upward trend of their graphs and seemed to enjoy this activity. The writer

praised students for increased word knowledge. For a few of the students, progress was slow and erratic. For these students it was decided that graphs would be plotted only when the student demonstrated an increased performance. These students rarely questioned why graphs were not being plotted but did seem to enjoy plotting progress when it was made.

Students were generally shown words at the same two levels until their graphs indicated sight recognition of 85% of words across two levels. This level of performance was indicated on graphs, and once students reached this level of performance across two sessions words at the lower basal level were no longer shown while words at the next higher level were introduced.

Following assessment with one student, the other student was called over to demonstrate and read what had been written and drawn. The student who had just completed assessment was then sent to the nearby table for the writing and drawing activity and the assessment process was repeated with the second student.

Original practicum plans called for the writer to supply each first grade student with a high interest book at the end of each week's session with students. Because students most often did not return these books promptly, and because of the writer's policy that the last book be returned before another was taken, it was not possible to

supply most students with new books on a weekly basis. It is estimated that books typically were supplied to students every 2 to 3 weeks rather than every week. Appendix F provides a list of books loaned to students by the writer.

While the activities described above were most often completed during the writer's sessions with students, other strategies were occasionally used. Several times during these sessions, the writer arranged for a student to read a book to one of the kindergarten classes. A tape recorder was used occasionally to allow students to read books onto tape and then hear themselves read while they followed along in the book. Occasionally the writer would ask students to dictate answers to questions that he then wrote in the student's journal and encouraged students to read.

Collaboration with Cross-Aged Tutors

The cross-aged tutoring component was scheduled to begin during the third week of school. This was accomplished and this strategy was continued until the last week in March. Most of the fifth grade tutors chose to continue tutoring throughout the practicum period. Two of the students did choose to discontinue their involvement after Christmas, and it was necessary to have the teacher of these two students nominate two more tutors and for the writer to provide indoctrination and training for these new tutors.

Original plans had called for the writer to provide

close supervision during early weeks of this practicum and then allow tutors to continue sessions with first grade students on their own. After approximately 1 month of close supervision of tutors and students the writer decided to allow tutors to begin conducting sessions with students unsupervised.

Problems began almost immediately. Tutors conducted sessions with pairs of students at three tables in the open area between second grade classrooms, kindergarten classrooms and third grade classrooms throughout implementation. As noted in the section above, these classrooms do not have doors at their entrances. During the first several sessions when the writer was not present in the area, several of the first grade students walked to the open kindergarten classrooms and disrupted class sessions. Kindergarten teachers complained to first grade teachers, and a conference with the writer was immediately called. First grade teachers requested that the writer be present to supervise all tutoring sessions, or that tutors be allowed to conduct sessions in the first grade classrooms. The logistics of getting tutors to the different classrooms and the fear that tutoring strategies could not be carried out within the regular classrooms led the writer to decide to be present to supervise all tutoring sessions throughout implementation of this strategy.

The original plan had called for the writer to meet

with fifth grade tutors once per week to collaborate regarding activities and student progress. These meetings were conducted on a weekly basis during the first month of the cross-age tutoring strategy, but after the writer concluded that it would be necessary for him to be present for all tutoring sessions, it was decided that meetings with tutors every other week would be sufficient. Each tutoring session was preceded by approximately 5 minutes of discussion of the activity to be completed and reminders about important tutor behavior.

Tutoring sessions were held on Tuesday and Thursday mornings and lasted 15 to 20 minutes. First graders were seen in two sessions, six in each session with three tutors working with two students each. As planned, wordless picture books were used during the first 2 weeks of these tutoring sessions to stimulate student oral language and help tutors establish rapport with students in a non-threatening learning situation. Tutors thereafter most often read high interest books to students and then allowed students to take turns reading the books. Following reading of books, tutors usually helped students produce a written response to questions provided by the writer in their journals. These questions required only one word responses during early weeks of tutoring sessions but most students gradually progressed to writing of phrases and sentences by the end of the practicum. Students were encouraged to use

their emerging knowledge of letter sound associations to invent spellings of words (Routman, 1988) and then tutors often supplied conventional spelling of words. First grade students were also usually encouraged to complete a drawing in their journals related to the book read.

Because of their interest to students, Big Books were used when possible. Appendix D provides a list of books used during tutoring sessions during practicum implementation.

Though the activities described above were used most often, the following strategies were also used during tutoring sessions:

---Parts of books were acted out by first graders (Carbo, 1987).

---Tutors helped students "be" words printed on butcher paper while another first grade student attempted to sequence the words into sentences (Routman, 1988).

---First graders read a well-practiced book to a kindergarten class while the other five first graders and tutors looked on.

---First graders wrote their own books by supplying words left out of sentences printed in construction paper books made by the writer (Routman, 1988).

---First graders and tutors rewrote favorite Big Books which were then printed on large construction paper sheets and bound into a book (Routman, 1988). First graders and

tutors then reread these books and illustrated pages. These books were then recorded by the writer and book and tape were given to teachers for use in classroom listening centers (Carbo, 1981).

---First graders and tutors talked about books, school or other events in their lives

---First graders and tutors read notes sent to students by this writer.

---First graders dictated responses to questions about books to tutors, and tutors wrote these responses down in the first grader's journal. The first graders then read the dictated response.

Collaboration with tutors every two weeks involved discussion of first graders' behavior and reading during the past two weeks. Problems observed were discussed and brainstorming about possible solutions was done. The writer would often focus on tutor behavior observed that seemed to be especially effective and praise tutors for this behavior. Occassionally information provided by teachers about first grader reading habits was discussed with tutors and plans were made to reinforce reading behavior teachers were emphasizing within the classroom.

Tutors contributed several ideas that were regularly used during this practicum. A reward system using tickets given to first graders after successful participation in tutoring sessions was a tutor's idea and was implemented

during the last 4 months of this practicum. A tutor also offered the idea that tickets be redeemed for a grab in a note jar which described rewards that could be obtained at the bookstore by reading the note to the bookstore attendant. First graders were then encouraged to read the note with tutors helping as needed. This strategy was used during the last 4 months of practicum implementation.

Tutors also strongly recommended that one of the prizes for first graders be the privilege of eating lunch with his/her tutor and this was earned by several first graders during the course of practicum implementation. The idea that first graders attempt to spell common words within books being read with books closed was also recommended by a tutor and used at times during tutoring sessions.

School Psychologist Collaboration with Teachers

Writer contact with first grade teachers was maintained on a monthly basis throughout practicum implementation. Contact with teachers was on a weekly basis during the second month of implementation when tutoring and individual sessions with the first graders was begun. This greater initial contact was completed in order to solve any problems encountered in the movement of students to and from their classrooms for activities and to insure that schedules were satisfactory to students and teachers. The writer also often met with teachers for brief periods of time between monthly meetings to exchange information about students.

During regular monthly meetings the writer supplied teachers with the following:

---Copies of each student's sight word graph

---Copies of each student's most recent word list with words recognized indicated

---Report of observations made of student reading performance and general behavior

---Report of significant information provided by parent about students during phone conferences

---Recommendations regarding student reading instruction and management of behavior

During regular monthly meetings the writer obtained information about the following from teachers:

---Students' placement and progress in the basal reading series

---Other reading/language activities being completed in the classroom

---Student strengths and weaknesses in reading and general behavior

---Information about parent contacts by the teacher

The need for referral of students to outside specialists for evaluation or treatment, or to other specialists within the school system was discussed as needed during these meetings. Teachers were also regularly asked if they had perceived any problems with the students' involvement in the practicum during the month.

School Psychologist Collaboration with Parents

The writer maintained regular contact with parents of first graders beginning during the sixth week of implementation and continuing until the final week of implementation. Parents were divided into two groups of six and the writer had phone conferences with parents in each group during every other week. This pattern was maintained until the sixth month of the practicum when it was decided to contact parents every third week instead of every other week. This change was made because of the writer's increasing regular workload during this period of time and because it was believed that parents had already been provided with many strategies for helping their first graders.

The content and length of phone conferences with parents varied greatly. Conferences with some parents involved discussion of issues as diverse as family problems, work related problems and financial problems. With most parents, conferences focused on the student's progress in reading. Information presented and topics discussed during these conferences included at least the following:

---Student's progress or lack of progress in sight word knowledge

---Word groups within the basal series that the student needed additional practice with

---Strategies for teaching sight words (In "Learning

Together" manual)

---Student placement in the basal series according to most recent teacher reports

---Student behavior, both positive and negative, observed by the writer and reported by teachers

---Books loaned to the student by the writer and the need to encourage the student to read to the parent, or the parent to read to the student.

---Current activities or events of interest to the student at home for use in weekly notes written to students

The writer encouraged parents to use word flash cards that had been supplied. When students reported that parents or another family member had read with the student, involved the student in sight word practice or in any other reading related activities, the writer expressed his appreciation for the family's efforts during these conferences.

Additional Strategies and Deviations from Plans

In addition to strategies described above, several other strategies were used. Several of the students had older siblings who attended the school in which this practicum took place or the middle school on an adjoining campus. The writer maintained contact with these older siblings, described reading strategies to them, and encouraged them to involve their first grade siblings in activities discussed.

During the sixth month of practicum implementation, the

writer installed a mailbox in the area where cross-age tutoring sessions and the writer's sessions with first graders were conducted. Each first grader, fifth grade tutor and the writer had a mail chute in this mailbox. The writer encouraged first graders, and fifth graders to write notes to each other and place them in the appropriate mail chute. The writer used information obtained during parent phone conferences about first grader interests and activities at home, and information about students obtained during tutoring and individual sessions to write weekly notes to students. Some of the first graders wrote notes to the writer and their tutors. This strategy was introduced to further link writing to reading and to demonstrate to students the social practicality of reading and writing (Routman, 1988).

One of the 12 first graders selected for this practicum moved from the area at the end of the sixth month of implementation. Because this first grader's stepmother maintained that there was a possibility that he might return, because results for a student added to the practicum group at this point would not reflect the full impact of strategies implemented, and because of scheduling difficulties, no first grader was selected to replace this boy. Another low functioning first grader was involved in tutoring groups during the eighth month of practicum implementation but this student was not involved in any

other practicum activities and no results were collected for this first grader. When the teacher of the student who moved was asked to complete the Student Status Checklist for him during the final week of practicum implementation, it was requested that she project year-end results based on his reading skill level when he withrew from the school.

Chapter V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

Results of teacher responses to Student Status Checklists (Appendix A) for the 12 first graders involved in this practicum indicate that 2 of 3 practicum objectives were met. Table 2 displays the results of teacher responses to the Student Status Checklist (SSC) items for the 12 first graders and the standards for practicum objectives pertaining to each item.

Table 2

Results of the Student Status Checklist

SSC item #	# positive responses	objective 1 standard
1	9	9
	# positive responses	objective 2 standard
2	10	9
	# negative responses	objective 3 standard
3	7	9

Teachers responded positively to item 1 of the SSC for 9 of the 12 first graders involved in this practicum. A positive response to item 1 of the SSC indicated that in the

teacher's estimation, the student was likely to successfully complete preprimer 3 by school year's end. The standard for objective 1 of this practicum had been set at obtaining teacher projections that indicated 9 of 12 students would attain this level of reading skill by year's end. It appears that objective 1 of this practicum has been met.

Table 2 indicates that teachers responded positively to item 2 of the SSC for 10 of 12 students. A positive response to item 2 of the SSC indicated that in the teacher's estimation, the student was likely to have the reading skills necessary to be promoted to the second grade by school year's end. The standard for objective 2 of this practicum had been set at obtaining teacher projections that indicated 9 of 12 students would attain this level of reading skill by year's end. It appears that objective 2 of this practicum has been met.

Table 2 indicates that teachers responded negatively to item 3 of the SSC for 7 of the 12 first graders involved in this practicum. A negative response to item 3 of the SSC indicated that the student had not and in the teacher's estimation, would not be referred for special education consideration because of low reading achievement during the school year. The standard for objective 3 of this practicum had been set at obtaining negative responses for 9 of 12 students on this SSC item. It appears that objective 3 of this practicum has not been met.

In summary, it appears that 2 of the 3 objectives established in this practicum have been met. The objectives related to the number of students completing preprimer 3 and the number of students having the reading skills necessary to allow their promotion to second grade were met. The objective related to number of students referred for special education consideration was not met.

The writer believes that results reported above should be interpreted very cautiously. First grade teachers, the Chapter I teacher, teacher aides and the first graders themselves played the primary role in achievement of objectives 1 and 2 of this practicum. The methods of evaluation used in this practicum do not make it possible to determine how large of a role practicum strategies played. An attempt to provide a perspective on the role played by practicum strategies in attainment of objective 1 and 2, a discussion of the effectiveness of the different practicum strategies as judged by the writer, and a discussion of several factors thought to have been involved in the failure of efforts by all personnel involved to achieve objective 3 follows. Problems encountered when attempting to compare the results of this practicum to other studies, and unanticipated positive and negative practicum outcomes are also discussed.

Lentz and Shapiro (1986) state that opportunity for academic response is a variable that has been consistently

linked to increased academic achievement for students in research on effective teaching. Using the criterion of "opportunity for academic response" it is judged that several of the practicum strategies implemented played a small but significant role in the attainment of objectives 1 and 2 of this practicum.

Reading instruction provided by the regular classroom teachers and the Chapter I reading teacher clearly provided first graders with a great deal more opportunity to be involved in reading related activities than practicum strategies. It is estimated that reading instruction provided by regular classroom teachers and the Chapter I reading teacher involved students in reading related activities for approximately 300 minutes per week. Strategies implemented as part of this practicum did substantially increase student opportunity to respond to reading related activities, however. The cross-aged tutoring strategy and the writer's direct contact with students allowed first graders the opportunity to respond to reading related stimuli during an additional 60-80 minutes of time per week while at school. This time was spent in learning situations with a learner to instructor ratio of 2 to 1 rather than 5 or 6 to 1 as was the case in the regular classroom and the Chapter I program.

Increases in the amount of time spent by students in reading related activities with parents or siblings at home

as a result of the writer's collaboration with parents can of course not be determined. Based on reports by parents and first graders as well as their siblings, this writer estimates that some increases were realized for 10 of the 12 students involved in this practicum.

The role of writer collaboration with teachers in the achievement of objectives 1 and 2 was judged to be minimal. Lack of opportunity for regular in-depth diagnosis of student reading skill development because of other job responsibilities, the writer's inexperience in reading instruction and the fact that teacher-school psychologist conferences were held only once each month rendered this strategy relatively ineffective in the judgement of this writer. It is possible that maintenance of student word knowledge records regularly presented to teachers combatted "curriculum push" (Rosenfield, 1987). Teachers were regularly presented with data that provided them with independent and objective estimates of student word knowledge, but the writer has no data as to the effect this information had on teacher judgement regarding placement of students in the basal series. It had been hoped that this data could be used to monitor the effects of different reading strategies with students but because of the infrequent teacher contacts this was not realized.

Use of holistic reading strategies had been planned for use in this practicum because one of the inferred causes of

low reading achievement of students within the practicum setting had been use of basal series material that was not motivating to some students and that did not match the global learning styles of some students as described by Carbo (1986). Though this practicum strategy was judged to be generally effective, it did not introduce a unique element to the reading experience of students since the principal at the school strongly encouraged first grade teachers to begin to include whole language and literature-based activities in their reading programs. During practicum implementation, the writer observed that first graders were regularly allowed to read high interest books during free reading periods and were encouraged to read at listening centers.

The fact that objective 3 of this practicum was not achieved is troubling to this writer. Referral for special education consideration because of reading difficulties is judged by this writer to have possibly been the best of the three indicators of student reading achievement problems. The writer suspects that the "curriculum push" phenomena described by Rosenfield (1987) may have led teachers to project that several of the students in the practicum would successfully complete preprimer 3 when the students in fact were very unlikely to have truly mastered skills at that level by year's end. Teacher judgement about retention of students because of reading skills is influenced by

prevailing attitudes about retention as an alternative for students experiencing academic difficulties. The principal of the school in which the practicum took place has generally maintained that retention is not beneficial to students and has made her attitudes known to all school staff. Her attitudes about retention may have influenced teacher judgement about the anticipated need to retain a student because of his/her reading achievement level and may therefore have influenced results of this practicum.

Failure to achieve objective 3 of this practicum can not be fully explained but probably can be best understood by considering shortcomings of practicum strategies, shortcomings of the regular classroom program and characteristics of students who were referred for special education consideration. This writer has already acknowledged that he was not able to supply regular teachers with in-depth information about student reading skill development and suggestions for improving reading instruction because of time limitations and his lack of training and experience. Fish (1988) surveyed a national sample of 151 school psychologists and found that though school psychologists reported that 77% of their referrals involved reading problems, most reported having received limited training in the field of reading and reading instruction. Despite a fairly extensive literature review and efforts at continuing study during practicum

implementation the writer often felt that he lacked adequate background in reading instruction and reading skill assessment to help teachers plan more meanigful instructional strategies for low achieving students.

The writer's decision to use primarily holistic, literature-based activities as practicum strategies could also be questioned. While authorities such as Bridge, Winograd and Haley (1983) present evidence that using whole language methods is more effective with general populations of beginning readers than basal readers, and Tunnell and Jacobs present data which suggests that holistic strategies are more effective than basal approaches with disadvantaged students, there is also evidence that direct instructional methods are more effective with low achieving learners than basal approaches (Umbach, 1987). According to Umbach, essential components of direct instructional methods involve: teaching to mastery, explicit step-by-step modeling strategies, systematic correction procedures to correct all errors effectively and efficiently and to transform student errors into positive learning experiences, frequent use of unison responses and positive reinforcement, and clear statement of rules and procedures. In the area of reading instruction for beginning readers direct instruction involves abandoning assumptions about skills that students possess as they begin instruction and teaching every skill required for reading. The reading approach described by

Umbach involved a synthetic phonics approach in which all skills were broken down into steps and carefully taught and repeated until the student mastered them. Although some of these elements were present in the practicum strategies (i.e. use of unison reading and positive reinforcement) additional direct instruction methods rather than holistic approaches could have been adopted for use in this practicum to help students learn phonics and sight word vocabulary.

While regular classroom teachers did experiment with some whole language/literature-based reading activities within the regular classroom during the school year, the mainstay of the reading program continued to be the basal reading series. It was evident to the writer that several students later referred for special education consideration were moved through units in their basal book (despite data presented to teachers by this writer) too quickly and often did not have the prerequisite skills (e.g. letter name knowledge) to benefit from some of the instruction that took place. Clearly some of the methods described by Umbach (1987) related to teaching of all reading skills without assumption that students possess skills and mastery learning would have benefitted these students.

Characteristics of the students and their families must also be considered in discussion of reasons why objective 3 of this practicum was not attained. In the writer's judgement attempts to develop and maintain a collaborative

relationship with parents of two of the five students referred for special education consideration failed. These parents did not seem to demonstrate an interest in the learning of their children despite continuing effort, encouragement and coaxing by the writer. Both of these students demonstrated evidence of very poor self-esteem and lack of self confidence in learning situations that could not be changed through teacher efforts or practicum strategies. This writer suspects these student's learning problems are linked to a lack of support for learning at home and parental emotional support in general. The other three students demonstrated many signs of the medically diagnosed syndrome, attention deficit disorder (Barkely, 1988), which seemed to interfere with their ability to consistently and carefully attend to academic tasks. One of these three students was begun on a medication regimen during the seventh month of practicum implementation and some improvement was noticed immediately.

Comparison of results of this practicum with the results of other efforts to improve the reading achievement of primary students in any meaningful way seems difficult if not impossible. Studies describing efforts by psychologists to improve primary aged student reading achievement through collaborative efforts with teachers, parents or peers, or through direct contact with students were scarce and could not be found in quantity even though this writer completed

several searchs of the ERIC data base. The study by Cochrane and Ballard (1986) cited and described in Chapter II of this report was the only study located that involved school psychologist-teacher collaboration in an effort to improve the reading achievement of primary aged students. However, this study cannot be used to make a meaningful comparison since the five students involved had already received 2 to 4 years of instruction prior to the beginning of the study and the students involved in this practicum, for the most part, were beginning only their second year of formal instruction .

Other studies that had the goal of improving the reading achievement of first grade students stated objectives in a manner that will not allow for any meaningful comparison with the results of this practicum. Johnson (1987) stated objectives in terms of group gains in normal curve equivalents. Ofelia (1983) reports that 75% of 2313 first graders passed 4 of 6 reading tests but does not specify the reading series used. Boehnlein (1987) reports that 90% of students involved in a reading recovery program "caught-up" with average students after 30 to 40 hours of reading recovery instruction. In the absence of studies with similarly stated objectives and evaluation methods, valid statements of comparison do not seem possible.

Having attempted to discuss achievements of this practicum in terms of explicitly stated objectives, the

writer will now present some "soft" data that supports the merit of practicum strategies. It must be noted that for the most part first grade students enjoyed the cross-aged tutoring strategy and the contact with the writer. Students were generally very eager to leave their classroom with their tutors and also to work with this writer. Teachers also consistently reported that students seemed to enjoy these strategies and appeared to be benefitting from the extra instruction and attention. One of the three teachers provided a written comment on the back of a completed Student Status Checklist that stated the following: "You gave Lisa the extra attention she needed. Thank you" This teacher's praise was judged to be genuine since she candidly wrote that practicum activities did not seem to significantly benefit a second student in her classroom that participated in the practicum.

During the last week of practicum implementation this writer had a final individual session with each of the 11 students still involved in the practicum. Some assessment was completed and a book was read to and with students. Of the 11 students involved in these sessions, eight asked to borrow this book. It is strongly suspected that the regular presentation of high interest books to students during this practicum's implementation had a role in the development of the reading interest these students demonstrated during this final session with the writer.

Cross-aged tutors also benefitted in ways not fully anticipated. One of the tutors was heard to say, "I only like two things about school, P.E. and tutoring." A fifth grade teacher told the writer that one of the tutors, a girl who had been fairly shy and withdrawn, had become more outgoing and comfortable in class during the course of the school year. The teacher stated that she believed the girl's involvement in tutoring had played a role in this change. Several times during the school year the fifth grade teachers commented that tutors seemed to enjoy being involved in the practicum and that their involvement seemed to boost their self-esteem. The fact that fifth grade teachers now regularly send students to tutor first graders indicates that this activity has been perceived as beneficial to the older students.

Parents also generally appreciated the practicum activities. During the writer's final phone contact with parents many thanked the writer for his effort and stated that their children seemed to enjoy practicum activities.

This writer also derived unexpected benefits from this practicum. Regular contact with the teachers of students struggling within the classroom has led to a greatly increased awareness of the frustrations teachers experience in attempting to help low achieving students. Having had no classroom teaching experience, the writer believes that this practicum has led him to have greater empathy for and

understanding of the views of teachers. It is expected that this increased sensitivity will improve the writer's ability to function as a school psychologist.

An increased sensitivity by the writer to the struggles and hardships experienced by parents and students has also been noticed as a result of this practicum. Several families involved in this practicum experienced parental separation and significant family conflict during the period of practicum implementation. It was obvious that several others experienced significant economic hardships. Regular contact with parents has given the writer some firsthand experience with the stress and hardships that some children and their families experience.

There were unexpected negative outcomes associated with practicum strategies implemented. Tutors and the writer coming to classrooms to take students occasionally disrupted the flow of lessons despite this writer's best efforts to schedule visits between important classroom lessons. Teachers also reported that taking students for activities caused disruption as other students often continued to asked if they too could participate after tutors and the writer had left the classroom.

This writer was also alert to the fact that practicum activities introduced the need for first graders to adapt to a schedule which involved additional changes. Many of the students involved in this practicum were also involved in

Chapter I and speech/language therapy, and the activites of this practicum involved yet another pull-out from the regular classroom and the need for students to make the adjustment involved when moving from one activity to another. Several times during this practicum teachers and this writer considered discontinuing individual student's involvement in some practicum activities because of the difficulties these students demonstrated when making changes from one setting to another. Teachers were of course allowed to make the final decision in these situations and in all cases decided that the benefits of practicum activities outweighed the negative effects of the additional changes for students. However, the fact that practicum activities involved the need for additional changes for some students already having difficulty adjusting to the routine of classroom life was of concern to this writer throughout practicum implementation.

Some problems were encountered because this practicum involved a second person communicating with parents regarding student performance at school. The writer attempted to present parents with data that accurately indicated their child's level of word knowledge but also emphasized small reading gains made by students and focused on the positive in student behavior observed while they were involved in practicum activities. Teachers requesting conferences with parents because of difficulties being

experienced in the regular classroom occasionally presented a different picture of student performance and this caused some confusion by parents in a small number of situations. In one case, a mother told a teacher that she didn't understand her daughter like the writer did. This understandably caused some concern on this teacher's part about the writer's contact with parents of her students. During the writer's next phone call to parents it was emphasized that the writer's reports reflected student behavior during practicum activities, teacher reports reflected student performance within the regular classroom, and that children generally behave differently in different situations. No further problems of this type were experienced, but the potential for misunderstanding caused by two school personnel communicating with parents must be considered.

The time spent by this writer in practicum activities detracted from his ability to function as effectively in his various other job responsibilities as a school psychologist. This negative effect was greater than expected because the writer had to be present for all cross-aged tutoring sessions and because the writer's sessions with students were conducted in groups of two rather than four.

Conclusions

Evaluation methods used in this practicum do not allow for conclusions about the role of practicum strategies in

attainment of objectives 1 and 2. The regular classroom reading program and the Chapter I reading program are judged to have been primarily responsible for this group of first graders' achievement of objective 1 and 2. When viewed from the perspective of additional opportunity provided for responding academically, and when teachers', parent's and student's general perceptions of practicum strategies are considered, it is concluded that the strategies implemented by this writer made a small but significant contribution to the reading progress reflected in attainment of objectives 1 and 2 of this practicum.

Some practicum strategies were judged more effective than others. School psychologist collaboration with cross-aged tutors, and the writer's direct contact with students are judged to have been most effective. School psychologist collaboration with parents was judged to have resulted in moderate gains in involvement of students in additional reading related activities at home and in modest gains in parent awareness of how to help their children learn to read. School psychologist collaboration with teachers was judged to have been the least effective strategy because the writer did not have opportunity nor expertise to provide teachers with insights regarding students' reading skill development and strategies to more fully meet their reading instruction needs in the regular classroom.

Failure of five of the first grade students to make academic progress sufficient to prevent their referral for special education reflects shortcomings of practicum strategies, weaknesses of regular classroom reading instruction and characteristics of the first graders and their families. As noted above, this writer lacked the opportunity for contact with first graders that would allow for on-going diagnosis of their reading instruction needs, and his lack of expertise in reading instruction prevented him from helping teachers make significant improvements in the classroom reading instruction of most first graders involved in this practicum. It is suspected that the five students who were referred for special education consideration were most in need of these improvements in instructional methods. Shortcomings of regular classroom instruction observed by this writer involved a tendency for teachers to move some very slow learning students through reading units too quickly. Characteristics of students who were referred for special education consideration included rather extreme problems of concentration and families that did not provide emotional support for student learning.

Unexpected positve outcomes of this practicum involved increases in tutor enjoyment of school and self-esteem, parent appreciation of their child's involvement in this practicum and increased sensitivity by the writer to the struggles of teachers, parents and students. Unexpected

negative outcomes of this practicum involved disruption of classroom lessons while taking students for practicum activities, introduction of additional changes into the daily schedules of first graders, complications resulting from two school personnel communicating with parents regarding their children, and detraction of the writer's energies from other job responsibilities.

The writer is cautiously optimistic about the effectiveness of strategies implemented in this practicum and the potential role of the school psychologist in the improvement of the reading achievement of first graders. The writer views this practicum as a successful first step toward his goal of becoming more skillful at helping teachers more fully meet the instructional needs of low achieving students on a regular basis.

Recommendations

Recommendations offered based on the writer's observations and results of this practicum include the following:

1. For the typical school psychologist serving several schools, reduce the number of children included in such a project. Involvement with 12 students was somewhat overwhelming. Working with four carefully chosen students would have been presented an adequate challenge.
2. More carefully select students. Only two weeks were

used for observation of students before selection and the writer observed that some first graders not selected were more needy than some selected.

3. If possible, have extensive experience in reading instruction and extensive knowledge of strategies for remediation of reading difficulties before beginning a project of this type.
4. Have access to or accumulate a library of high interest, low level books that contain text that is repetitive, rhyming and rythmic. A collection of Big Books with interesting illustrations and repetitive phrases would have been an excellent resource for this writer during practicum implementation.
5. It is important that school psychologists develop a cooperative relationship with teachers prior to implementation of strategies described. The writer was very dependent on the willingness of teachers to allow implementation of practicum strategies.
6. School psychologists planning to establish collaborative relationships with parents of low achieving students should be prepared to deal with family problems of all types. Patience and persistent effort to establish and maintain rapport with these families usually pays off.
7. School psychologists should consider becoming competent in the use of cognitive behavior therapy methods with students demonstrating considerable difficulty attending

to tasks. These strategies were not used in this practicum because of time limitations but may have improved the performance of several of the students demonstrating evidence of Attention Deficit Disorder.

8. School psychologists should consider using elements of the Direct Instruction instructional model for instruction of phonics skills or sight word practice.
9. An evaluation method that will help determine which strategies are effective for students should be used. Curriculum Based Measurement techniques used might have been more effective if this practicum had involved fewer students and the writer had had more time to monitor effects of different strategies on the rate of individual student improvement.

Dissemination

Abstracts describing this practicum will be distributed to the following individuals:

1. All Nova Ed.D. Cluster 27 members.
2. All school psychologists employed in the writer's school district.
3. The writer's supervisor, the Assistant Director of Student Services
4. The Director of Student Services in the writer's school district.
5. The Assistant Superintendent for Instructional Support Services in the writer's school district.

7. The Superintendent in the writer's school district.

The writer will submit an article describing this practicum to the National Association of School Psychologists for publication in a future issue of the Communique.

The writer will apply to present this practicum at the next annual convention of the Florida Association of School Psychologists scheduled for November of 1990.

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Ofelia, H. (1983). Reading Impact Project. Disadvantaged Pupil Program Fund Evaluation Report, 1982-1983. (ERIC Document Reproduction by Nova University No. ED 236 284)

Pinnel, G. S. (1988). Success of children at risk in a program that combines reading and writing. (ERIC Document Reproduction by Nova University No. ED 236 284)

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Rupley, W. H., & Blair, T. R. (1979). Reading diagnosis and remediation: A primer for classroom and clinic. Rand McNally-College Publishing/Chicago.

Trelease, J. (1985). The read aloud handbook. New York: Penguin.

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APPENDIX A

STUDENT STATUS CHECKLIST

Student Status Checklist

Student:

Teacher:

1. _____ will successfully complete the third pre-primer by the end of the school year. Yes No

2. _____ will have the level of reading skills by the school year's end to allow for his/her promotion to the second grade. Yes No

3. _____ has been or will be referred for consideration for special education because of low reading achievement this school year. Yes No

Additional Comments

APPENDIX B

READING RAINBOW

here in jump mother not on pig
big can come father fish for see surprise
to we will you and bear get frog help
a do go I not best
want

APPENDIX C

EXAMPLE OF COMPLETED STUDENT PROFILE

STUDENT PROFILE

Student: Elijah

Date 4-8-90

Placement in the Basal Series

Elijah was working in "Moonbeams" (first reader) at the time this profile was written. His teacher predicts he will complete first grade books but with difficulty and with many skill weaknesses.

Reading Skill Strengths

Elijah's reading strength appears to lie in the area of sight word knowledge. He recognizes most of the words at the "Moonbeam" or first reader level at the present time.

Reading Skill Weaknesses

Elijah has not benefitted greatly from phonics instruction. He can not consistently demonstrate knowledge of initial consonant sounds to help him recognize words. He also has considerable difficulty with comprehension at his current instructional level.

Learning Style

Elijah appears to be a global/visual learner. He has not benefitted from phonics instruction and appears to have poorly developed auditory comprehension skills. Elijah appears to have developed an adequate sight word vocabulary through his ability to visually memorize words.

Student Interests

Elijah is interested in sports of all types but especially football and basketball. Also enjoys eating and food rewards.

Behavioral Strengths and Weaknesses

Elijah has confidence in his ability and is not intimidated by tasks that appear difficult. He is motivated by competition both in academic sitiuations and in other situations. Elijah demonstrates a good sense of humor at times. He also can be very active and demonstrate poor concentration/attention skills. Elijah will test the ability of adults to enforce rules. He needs a structured academic situation with a reward system and strict enforcement of rules.

APPENDIX D

BOOKS USED AT SCHOOL

Books Used at School

Allen, C. (1982). More and more clowns. (Big book). Allen, TX: DLM Teaching Resources.

Allen, C. (1985). Flying high. (Big book). Allen, TX: DLM Teaching Resources.

Allen, C. (1986). Beauti ul breezy blue and white day. (Big book). Allen, TX: DLM Teaching Resources.

Allen, C. (1986). Mongon. (Big book). Allen, TX: DLM Teaching Resources.

Allen, R. V. (1985). A dream in a wishing well. (Big book). Allen TX: DLM Teaching Resources.

Allen, R. V. (1985). At the zoo. (Big book). Allen, TX: DLM Teaching Resources.

Allen, R. V. (1985). I can spell dinosaur. (Big book). Allen, TX: DLM Teaching Resources.

Allen, R. V. (1985). I love ladybugs. (Big book). Allen, TX: DLM Teaching Resources.

Allen, R. V. (1986). Baby panda at the fair. (Big book). Allen, TX: DLM Teaching Resources.

Allen, R. V. (1986). If I were a fish. (Big book). Allen, TX: DLM Teaching Resources.

Allen, R. V. (1987). Three dogs at my door. (Big book). Allen, TX: DLM Teaching Resources.

Archambault, J. (1987). Allafred the anteater. (Big book). Allen, TX: DLM Teaching Resources.

Belanger, C. (1988). The T-shirt song. (Big book). Auckland, New Zealand: Shortland

Bridwell, N. (1984). Clifords family. (Big book). New York: Scholastic.

Burningham, J. (1977). Come away from the water, Shirley. New York: Thomas T. Crowell.

Cairns, S. (1987). Oh no! (Big book). Chrystal Lake, IL: Rigby Education.

Cannard, E. (1987). Munching Mark. (Big book). Chrystal Lake, IL: Scholastic.

Carle, E. (1981). The very hungry catepillar. (Big book). Hong Kong: Scholastic.

Chase-Newlin, E. & Reid, B. (1984). The new baby calf. (Big book). New York: Scholastic.

Cowley, J. (1983). To town. (Big book). Auckland, New Zealand: Shortland Publications.

Cowley, J. & Melser, J. (1980). Hairy bear. (Big book). Auckland, New Zealand: Shortland

Dodd, L. (1985). Chinny-chuck, fiddle-i-fee: A traditional song in big book form. Wellington, New Zealand: Price Milburn.

Gelman, R. (1984). More spaghetti I say! (Big book). Ontario: Scholastic.

Gilman, P. (1985). Jillian Jiggs. (Big book). New York: Scholastic.

Hakes-Noble, T. (1980). The day Jimmy's boa ate the wash. New York: Dial.

Halloran, M. (1985). The Scientist. (Big book). Wellington, New Zealand: Price Milburn.

Hucklesby, H. (1985). It came to dinner. (Big book). Wellington, New Zealand: Price Milburn.

Hutchins, P. (1986). The doorbell rang. (Big book). New York: Scholastic.

Joyce, W. (1985). George shrinks. New York: Harper & Row.

Kalan, R. (1981). Jump, frog, Jump. (Big book). New York: Scholastic.

Kudrna, I. (1986). To bathe a boa. Minneapolis: Carolrhoda.

Lacome, J. (1988). On the farm. Martinez, CA: Discovery Toys.

Maris, R. (1982). Better move on, frog. Martinez, CA: Discovery Toys.

Maris, R. (1984). Are you there, bear? New York: Green Willow.

Martin, B. & Archambault, J. (1987). Captain tom cat. (Big book). Allen, TX: DLM Teaching Resources.

Martin, B. (1987). Listen to the rain. (Big book). Allen, TX: DLM Teaching Resources.

Martin, B. & Archambault, J. (1987). The bugs, the goats and the little pink pigs. (Big book). Allen, TX: DLM Teaching Resources.

Mayer, M. (1968). Theres a nightmare in my closet. New York: Dial.

Mayer, M. & Mayer, M. (1975). One frog too many. New York: Dial.

McPhail, D. (1972). The bear's toothache. Cedar Grove, NJ: Puffin

Numeroff, L. J. (1983). If you give a mouse a cookie. (Big book). New York: Scholastic.

Oxenbury, H. (1988). Tom and Pippo and the washing machine. New York: MacMillan.

Parker, B. (1986). Who's in the shed? (Big book). Chrystal Lake, IL: Rigby.

Pascoe, G. (1986). Eeny, meeny, miney mouse. (Big book). Dominquez Hills, CA: Educational Insights

Pascoe, G. (1987) Two feet. (Big book). Dominquez Hills, CA: Educational Insights.

Redhead, J. S. (1984). The big block of chocolate. (Big book). Auckland, New Zealand: Scholastic.

Redhead, J. S. (1985). Emily Jane. (Big book). Wellington, New Zealand: Price Milburn

Redhead, J. S. (1985). The Brontosauraus. (Big book). Wellington, New Zealand: Price Milburn.

Reys, M. (1958). George flies a kite. Boston: Houghton Mifflin.

Reys, M. & Reys, H. A. (1984). Curious George and the dump truck. Boston: Houghton Mifflin.

Reys, M. & Reys, H. A. (1984). Curious George goes sledding. Boston: Houghton Mifflin.

Reys, M. & Reys, H. A. (1986). Curious George at the ballet. Boston: Houghton Mifflin.

Reys, M. & Reys, H. A. (1987). Curious George at the airport. Boston: Houghton Mifflin.

Sendak, M. (1963). Where the wild things are. New York: Harper & Row.

Sendak, M. (1975). Seven little monsters. New York: Harper & Row.

Smith, J. & Parker, B. (1986). The three billy goats gruff-retold. (Big book). Crystal Lake, Il: Rigby Education.

Turkle, B. (1976). Deep in the forest. New York: E.P. Dutton.

Walsh, E. S. (1989). Mouse paint. San Diego: Harcourt Brace.

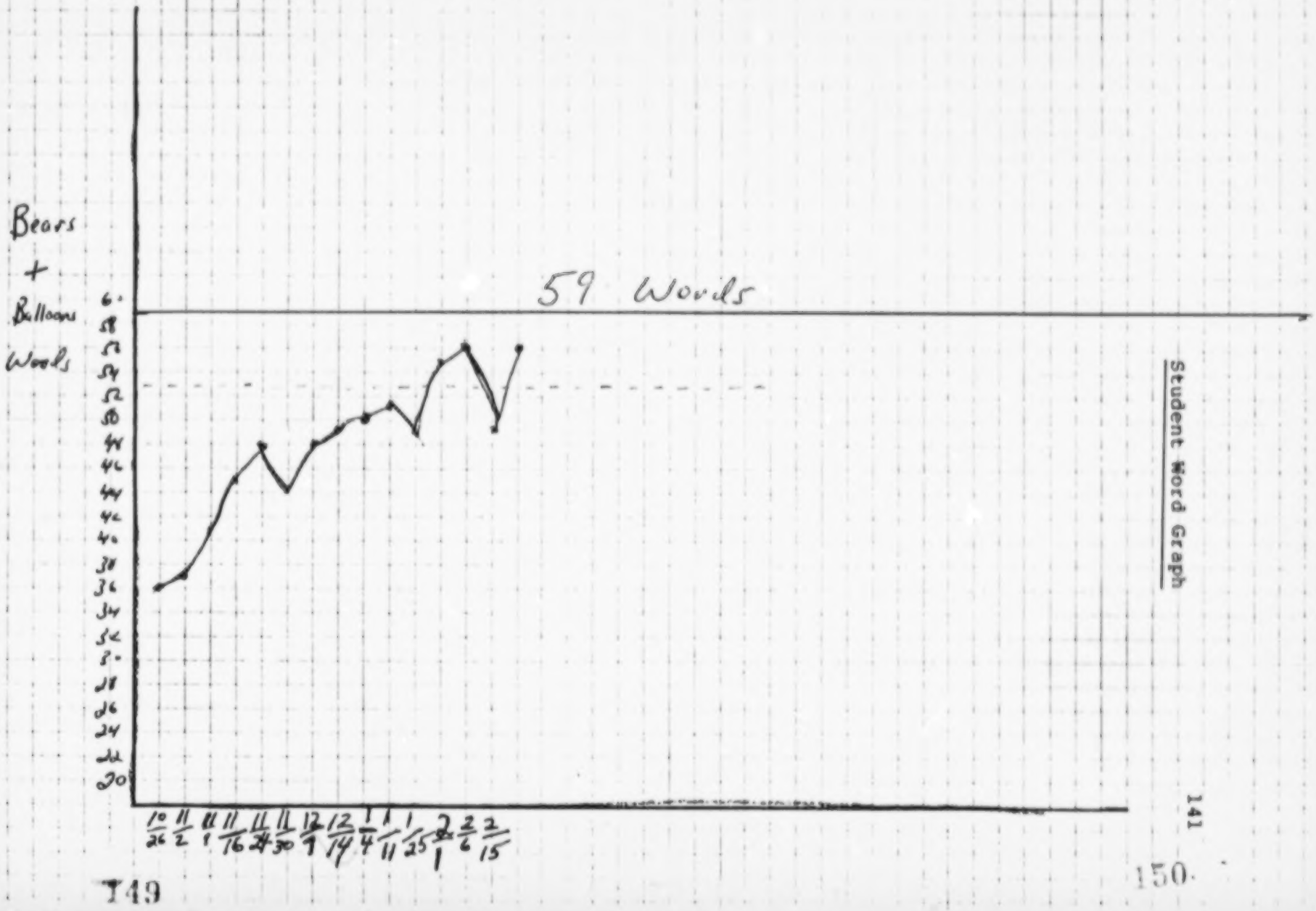
Weiss, N. (1989). Where does the brown bear go? New York: Greenwillow.

Wells, R. (1973), Noisy Nora. New York: Dial.

APPENDIX E

EXAMPLE OF FIRST GRADER WORD GRAPH

Lisa



Student Word Graph

APPENDIX F

BOOKS LOANED TO FIRST GRADERS

Books Loaned to First Graders

Aliki, (Illustrator) (1965). Hush little baby: An English folk song. Englewood Cliffs, NJ: Prentice Hall

Allen, P. (1983). Bertie and the bear. New York: Coward-McCann.

Barrett, J. (1984). Animals should definitely not wear clothes. New York: Atheneum.

Bernstein, S. & Bernstein, J. (1970). Old hat, new hat. New York: Random House.

Bridwell, N. (1974). Clifford's riddles. New York: Scholastic.

Bridwell, N. (1985). Clifford and the grouchy neighbors. New York: Scholastic.

Burningham, J. (1977). Come away from the water, Shirley. New York: Thomas T. Crowell.

Frasconi, A. (1958). The house that Jack built. New York: Harcourt Brace.

Freeman, D. (1966). A rainbow of my own. Cedar Grove, NJ: Puffin.

Freschnet, B. (1973). The ants go marching. New York: Charles Scribner's Sons.

Friskey, M. (no date). Chicken little: Count to ten. Chicago: Children's press.

Gackenbach, D. (1976) Hound and bear. New York: Seabury.

Goenel. H. (1988). My day. Boston: Little Brown

Gomi, T. (1977). Wheres the fish? New York: William Morrow.

Gomi, T. (1984). First comes Harry. New York: William Morrow.

Gomi, T. (1988). Bus stops. San Francisco: Chronicle.

Hakes-Noble, T. (1980). The day Jimmy's boa ate the wash. New York: Dial.

Hutchins, P. (1968). Rosie's walk. New York: MacMillan.

Joyce, W. (1985). George shrinks. New York: Harper & Row.

Keats, E. J. (1975). Louie. New York: Greenwillow.

Kudrna, I. (1986). To bathe a boa. Minneapolis: Carolrhoda.

Lacome, J. (1988). On the farm. Martinez, CA: Discovery Toys.

Maris, R. (1982). Better move on, frog! Martinez, CA: Discovery Toys.

Maris, R. (1984). Are you there, bear? New York: Green Willow Books.

Mayer, M. (1969). I am a hunter. New York: Dial.

Mayer, M. (1968). Theres a nightmare in my closet. New York: Dial

Mayer, M. (1975). Just for you. New York: Western.

Mayer, M. (1983). I was so mad. Racine, WI: Western.

Mayer, M. (1983). Me too! Racine, WI: Western

Mayer, M. (1986). Just me and my little sister. Racine, WI: Western.

Mayer, M. (1987). Just a mess. Racine, WI: Western.

Mayer, M. (1988). I just forgot. Racine, WI: Western

Mayer, M. (1988). Just my friend and me. Racine, WI: Western.

Mayer, M. (1989). Just shopping with mom. Racine, WI: Western.

McLeod, E. (1975). The bear's bicycle. Boston: Little Brown.

McQueen, J. T. (1986). A world full of monsters. New York: Thomas Y. Crowell.

Oxenbury, H. (1988). Tom and pippo and the washing machine. New York: Macmillan.

Quackenbush, R. (1981). No mouse for me. New York: Franklin Watts.

Reys, M. (1958). George flies a kite. Boston: Houghton Mifflin.

Reys, M. & Reys, H. A. (1984). Curious George and the dump truck. Boston: Houghton Mifflin.

Reys, M. & Reys, H. A. (1984). Curious George goes sledding. Boston: Houghton Mifflin.

Reys, M. & Reys, H. A. (1986). Curious George at the ballet. Boston: Houghton Mifflin.

Reys, M. & Reys, H. A. (1987). Curious George at the airport. Boston: Houghton Mifflin.

Rockwell, A. (1982). Boats. New York: E.P. Dutton.

Schenk De Regniers, B. (1970). Catch a little fox. New York: Seabury

Sendak, M. (1965). Where the wild things are. New York: Harper & Row.

Sendak, M. (1975). Seven little monsters. New York: Harper & Row.

Sendak, M. (1977). Pierre: A cautionary tale in five chapters and a prologue. New York: Harper & Row.

Shaw, N. (1986). Sheep in a jeep. Boston: Houghton Mifflin.

Steven, J. (1985). The house that jack built: A mother goose nursery ryhme. New York: Holiday House.

Viorst, J. (1972). Alexander and the terrible, horrible no good, very bad day. New York: Atheum

Walsh, E. S. (1989). Mouse paint. San Diego: Harcourt Brace

Wells, R. (1973). Noisy Nora. New York: Dial

Weiss, N. (1989). Where does the brown bear go? New York: Greenwillow.

Wildsmith, B. (1979). Hunter and his dog. Oxford: Oxford University.